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ABSTRACT

This volume, the second in a series of seven, contains the four learning modules which focus on the first Child Development Associate (CDA) competency (setting up and maintaining a safe and healthy learning environment) in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume is divided into the functional areas of safety, health, outdoor environment, and indoor environment, and a learning module is provided for each of these functional areas. Each module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the modules; and (7) a post-assessment instrument. (BH)

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TEXAS A&I UNIVERSITY
CHILD DEVELOPMENT ASSOCIATE
TRAINING MATERIALS

BOOK
A

COMPETENCY A: SETTING UP AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT

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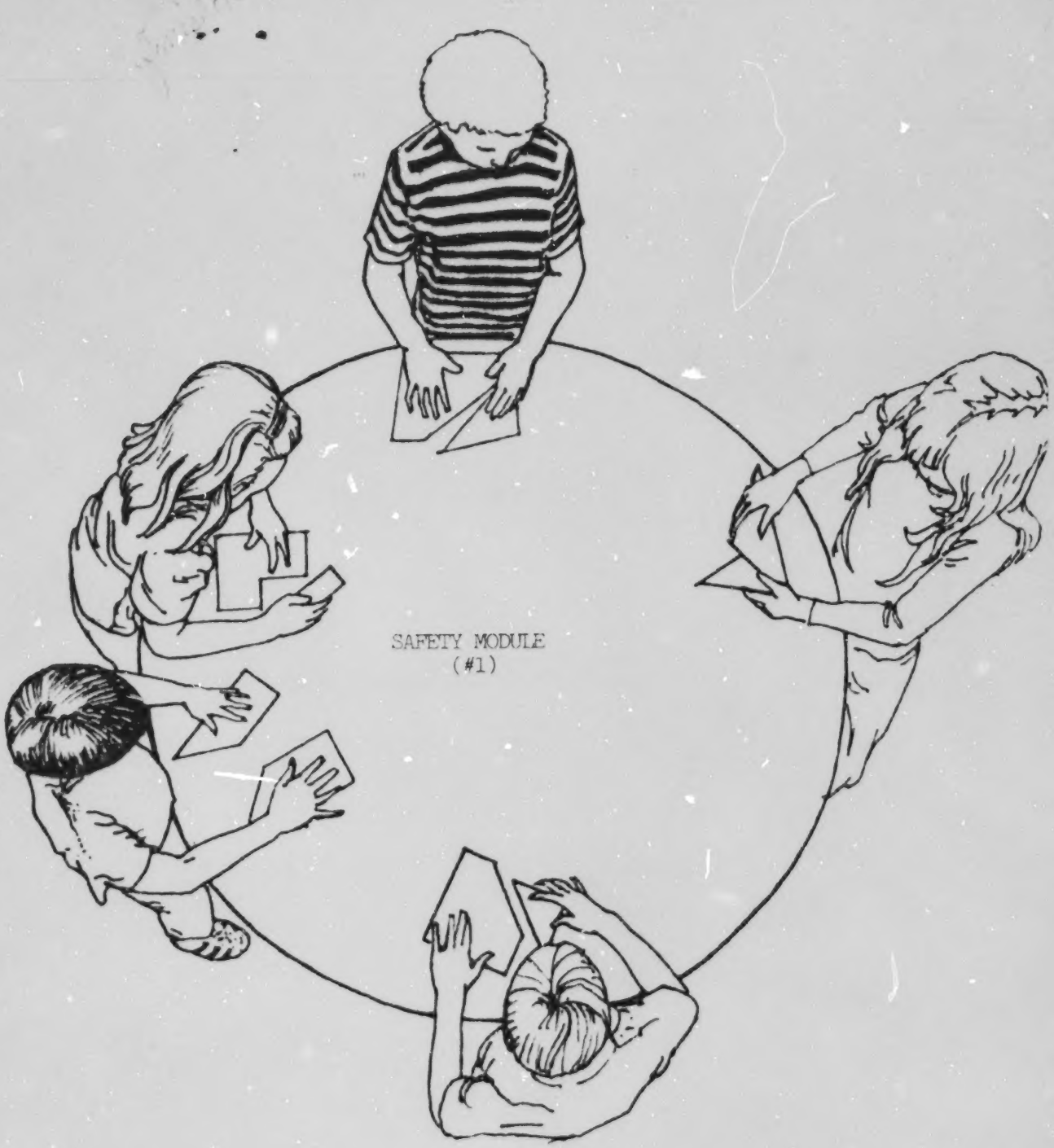


SAFETY MODULE
(#1)

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(SAFETY)

Definition: Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

This functional area and module focuses on the physical environment and the measures taken to insure the safety of the children within the group. Both indoor and outdoor facilities should be free of hazardous conditions and unsafe equipment and materials. Careful adult supervision is also necessary to insure the safety of the children.

Objectives:
- -The trainee will display the ability to assess her environment in terms of safety.
- -The trainee will be able to make needed adjustments in the in and outdoor area to establish a safe environment.
- -The trainee will be able to plan lessons needed for instructing the children on safety procedures.
- -The trainee will become adept at identifying possible safety hazards.

SAFETY
PRE-ASSESSMENT

T F 1. The room arrangement is not important to classroom safety.

T F 2. Materials and equipment should be checked at least once a year.

T F 3. Supervision of the children is solely the responsibility of the teacher.

_____ 4. The children should receive safety training in which of the following areas.

a) Carrying chairs

b) Drawing

c) Carrying scissors

d) Moving from area to area

_____ 5. Children learn safety rules by:

a) Games

b) Talking

c) Participating

_____ 6. It's best to provide _____ rules.

a) Many

b) 2

c) A few

_____ 7. How often should the playground be checked to see if it is clear of safety hazards.

a) Once a week

b) Twice a week

c) Every day

MODULE

LEARNING ACTIVITIES

Competency: Maintaining a Safe and Healthy Learning Environment

Functional Area: Safety

Skill: Identification

Activity # 1

Trainee will read Module 1 of CDA Bilingual Bicultural training curriculum.

Activity # 2

Trainee will view film entitled" Module 1 - Safety

CYCLE I

Diagnostic

Activity # 1

Make a ½day observation of the children's movement in the classroom. Make a list of the possible safety hazards.

a) Are the traffic patterns well defined and easily followed by the children?

b) Is the furniture or equipment that blocks these pathways or poses a safety hazard to the children?

c) Do the children know how to carry a chair properly?

Prescriptive

Activity # 2

Review the list you have made group all the safety hazards that arise because of poor room arrangement. Group all the safety hazards that arise from poor training.

a) Develop a floor plan that would eliminate the safety problems in your classroom.

b) Develop lessons that would provide training for the children in the areas found to be weak for example:

Lessons on carrying chairs
Lessons on carrying scissors
Lessons on moving from area to area, etc.

Implementation

Activity # 3

After having devised a possible floor plan you and your aide. Arrange the room one day after school. Be sure to orient the children to the room arrangement when they return to the classroom. Implement one of the lessons constructed for the children's training. Be sure that all children participate and that they understand clearly what is expected of them. Implement only one lesson a day for as many days as needed.

Assessment

Activity # 4

Make another ½day observation. Be on the look out again for traffic patterns, placement of furniture and equipment. Observe the children's carrying of equipment. List any areas that are causing the safety problems.

CYCLE II

Diagnostic

Activity # 1

Make an after school inspection of the block area. Write down all materials that need to be replaced or repaired. Write also the amount and type of damage.
For example: a. Large block - a few splinters
b.. Truck broken and jagged edges.

Prescriptive

Activity # 2

After you made your inspection and listings. Decide which materials must be discarded and which materials could possibly be repaired.

Implementation

Activity # 3

Remove from the area whatever materials need to be repaired. Some repairs can be done by yourself immediately. Some repairs may have to be done by a parent with the proper tools or by a handyman in the center.

Assessment

Activity #4

Periodically check the area again following the same safety procedures. Once a week will usually be sufficient. Follow the procedures for assessing the safety of the block area for all the areas in your classroom.

CYCLE III

Diagnostic

The teacher utilizing the outside safety checklist will make a 30 minute observation of the children on the playground.

Prescriptive

Activity # 2

Analyze the observation checklist determine which items if any need to be corrected. Make a list of these items in terms of priority. If first priority is adequate supervision of the children, then list this first and add a possible resolution.

Implementation

Activity # 3

After the resolutions have been made implement the resolutions. For example: If it has been decided that the playground will be checked every morning before the children arrive. Check to see who will do this and when. If teachers will take turns with playground duty. Make a schedule, and stick to it.

Assessment

Activity # 4

Using the Diagnostic Safety Checklist 1 included in this manual make another 30 min. observation. Do this periodically every 4 wks. Check on improvement or weaknesses . If any weaknesses still exist another resolution may have to be made.

DIAGNOSTIC CHECKLIST (1)

	YES	NO
1. Is the playground free of broken glass or sharp objects.		
2. Is the play ground fenced or otherwise secured.		
3. Is the equipment in good safety conditions.		
4. Are the number of adults supervising the children adequate for the # of children. (There should be 1 adult for every 7 children)		
5. Are the children supervised at all times.		
6. Do the children know the safety traffic patterns of the playgrounds. (Such as no running in front of swings)		
7. Do the children observe the safety rules that are to be followed on the playground. For example: No climbing up the slide.		

MODULE

NARRATIVE

MODULE NARRATIVE
OUTLINE
(SAFETY)

I. Indoor Safety

   A. Room Arrangement

   B. Materials and Equipment

   C. Supervision

   D. Training

II. Outdoor Safety

   A. Equipment

   B. Traffic Patterns

III. Summary

Room Arrangement

Providing a safe environment is one of the most important of all competency areas. To develop and maintain a safe environment requires planning and forethought on the part of the teacher and all staff concerned. The teacher does not work alone in identifying safety hazards and possible remedies to these hazards. The center or preschool staff work together in securing all areas concerning child safety.

The first step in achieving a safe environment would be for the teacher to assess the total teaching situation. The teacher should look at the arrangement of the furniture and provide safe pathways within the classroom. Do the children trip, bump, or climb over objects in order to reach other areas or materials in the classroom. It's important to inspect the room arrangement while the children are actually in the room and moving around. After identifying problems if any, the teacher should then develop a floor plan that will eliminate the hazardous. Remember no floor plan is definite. Three or four room arrangements may be attempted before actually achieving a workable arrangement, that not only meets the safety needs, but also the learning needs of the children.

Materials and Equipment

Secondly, a safe environment also includes safe teaching materials and equipment. Materials and equipment should be frequently checked not only for proper placement within a center, but also for damages. The best method of checking materials is to inspect them center by center. In the block area any blocks which have splinters should be removed and replaced or repaired. In the Art area scissors should have a storage area that is easily accessible and paint brushes should be checked also for damages. Newspaper should be placed under the easel to make sure that no one slips on spilled paints. This method of inspection should be utilized for every center. Always keeping

in mind to maintain a safe learning environment.

Equipment that is to be used with the children or by the children should also be checked. Tape recorders, projectors, record players should be inspected for possible faulty wiring. Chairs and tables should be checked to see that they are not wobbly or on the verge of a breakdown. Shelves should also be sturdy and not leaning dangerously.

Fixtures such as heating systems and over head lighting must be maintained up to safety standards. Usually these problems are reported to the center director. Wall plugs that are within reach of the children should be covered when not in use. If wall plug covers are not available maskin tape will do just as well.

Supervision

Supervision of the children is a responsibility not only of the classroom teacher, but of all center staff. The children should be supervised by an adult at all times. This is true for both indoor and outdoor activities. If the teacher does not have an aide or parent volunteer arrangements should be made for some other staff member to occasionally relieve the teacher.

Field-trips and outings are times when added help is needed in supervising children. The teacher should check with the center director with information such as: type of field-trip planned number of children, number of adults estimated to be needed, food arrangements, the date and time of departure and arrival. Field-trips are good opportunities for parents to participate in supervising the children. If parents are not available then center staff must accompany the children.

Training

The teacher must also take time at the beginning of the year to train the children in classroom safety practices. It's important that training begin during the first days of school. The sooner the children learn safety habits the more

permanently embedded they will become through the school year.

The first step would be to show the children the traffic patterns to be followed in the classroom. This is done by the teacher actually demonstrating to the children while explaining why it's to be done in that particular fashion. This is important becuase some children will find it easier to move or climb over the stove in order to cross into the other area. Others will want to run from area to area. Children have to be shown when and where is the proper place for climbing or running. The children should also participate in the demonstrations.

Time should also be spent on demonstrating the proper methods of carrying chairs. The child should be taught to grasp the chair from behind legs pointing towards the floor and slightly lifted. He can also grasp the chair from the side-one hand on the seat of chair and the other on the back of the chair and slightly lifted. This method is preferable for folding chairs that could easily catch the child's fingers if you used the first method. Children should also be told what other equipment they are allowed to carry and how. Scissors are also another possible safety hazard. Children can handle these properly, but they have to be taught. Take time to demonstrate how they are carried and where they're stored. Scissors should be carried with the ends pointing away from the body and slanted down. They should be told not to wave their hand while using scissors. Role-playing is a good means by which to illustrate the possible consequences of not following classroom rules or procedures.
Ex. Role-playing situation.
Lets pretend that Juan forgot the proper way to carry a chair. Maria you saw Juan almost hit Rosita with the legs of the chair. Maria what are you going to do?

Some good points to remember concerning the firedrills are:

1) Everyone should participate in fire drills regardless what they are doing

2) Fire drills should be conducted from the beginning of the school

3) Drills should be conducted at different hours

4) Drills should not be announced

5) Block various exits during drills to practice appropriate

While developing Safety rules for children to follow in its important to keep them to a minimum. Include only rules that are essential to the children's safety. Since rules of any kind need to be consistently reinforced it's better for the teacher and for the children that these rules be as simple and as few as possible. Try to make rules that are relevant to the safety and harmony of your classroom.

OUTDOOR SAFETY

Equipment

Providing for the safety of children involves careful planning and the cooperation of all the individuals involved. This is especially true for outside safety. Unfortunately, equipment used for outside activities many time is selected without consulting the teachers. In this case the teacher must compensate for what mistakes might have been made. Equipment that could prove to be hazardous should be removed from the playground premises. If this is not possible then the children must be instructed as to its proper use or instructed not to use it at all. The playground should also be checked everyday for broken glass and sharp objects. The children should be made aware of these hazards and to report them immediately. In many states, the playground must be fenced to deter children from straying into hazardous areas. Many school sites have not been properly selected and are located near dangerous areas such as freeways and rivers. The teacher must instruct the children as to their limits and she must constantly be aware of the location of every child while outside.

Traffic Patterns

Traffic patterns, as have been previous discussed, affect the behavior of children. Established traffic patterns also insure the safe movement of children inside and outside the classroom. Inside, properly placed desks and dividers discourage the child from running, jumping or sliding. Furniture that leans precariously should not be placed in an area where the flow of traffic could cause it to overturn.

Safety outside of the classroom also includes traffic safety instruction. Pre-schoolers need special instructions on going and returning from school. Teachers should plan a field trip and help each child plan the safest route from home to school. Proper procedures for walking down the streets and crossing intersections should be modeled for the students. Many schools also have safety patrols made up of older children in the school. These children assist the younger ones in crossing at the intersections also.

Teachers should also include in the curriculum lessons related to safety.

Such as: Fire safety

Water safety

Strangers

Appliances, etc.

These type of items children usually come into contact with frequently and that could become dangerous should be discussed. The teacher should bring in outside people to add interest to her lessons as often as she can. These people could be the fire marshall, police man, street crosser, or a lifeguard.

SUMMARY

In conclusion it can be said that the teacher insures the emotional and physical health and safety of her students through careful planning and constant observation.

The teacher plans for a physical environment that will be conducive to harmony in social interaction. An environment in which children are free to pursue their interests with a minimum of friction and a maximum of learning experiences leads to healthy attitudes towards self, others and school.

In such an environment, through the establishment of a minimum number of highly necessary, logical regulations, the children learn to become self-disciplined. They learn to become aware of potential hazards and how to avoid or correct them. Furthermore calmness and matter-of-factness in the teacher will demonstrate to the children a healthy attitude towards safety which will prevent dangerous behavior but not stifle experimentation and growth.

Thus it can be seen that the initial planning and preparation of the classroom and of its operation have a strong effect on the children from the beginning. Care and thoughtfulness in this planning will help overcome many of the problems that could arise as the children begin their adventure into education.

SAFETY
POST-ASSESSMENT

1. In order to maintain a safe environment the teacher must: (list 5 items)

   a)

   b)

   c)

   d)

   e)

2. Proper storage of materials such as _____, _____, _____, are important in the maintance of classroom safety.

3. Fixtures which should be inspected are: _____, _____, _____.

4. Play ground safety includes: _____, _____.

5. Safety training of the children includes training in _____, _____ _____ and _____.

6. While observing traffic patterns in the classroom what are some items that you should be looking for : _____.

FILMSTRIP NARRATIVE

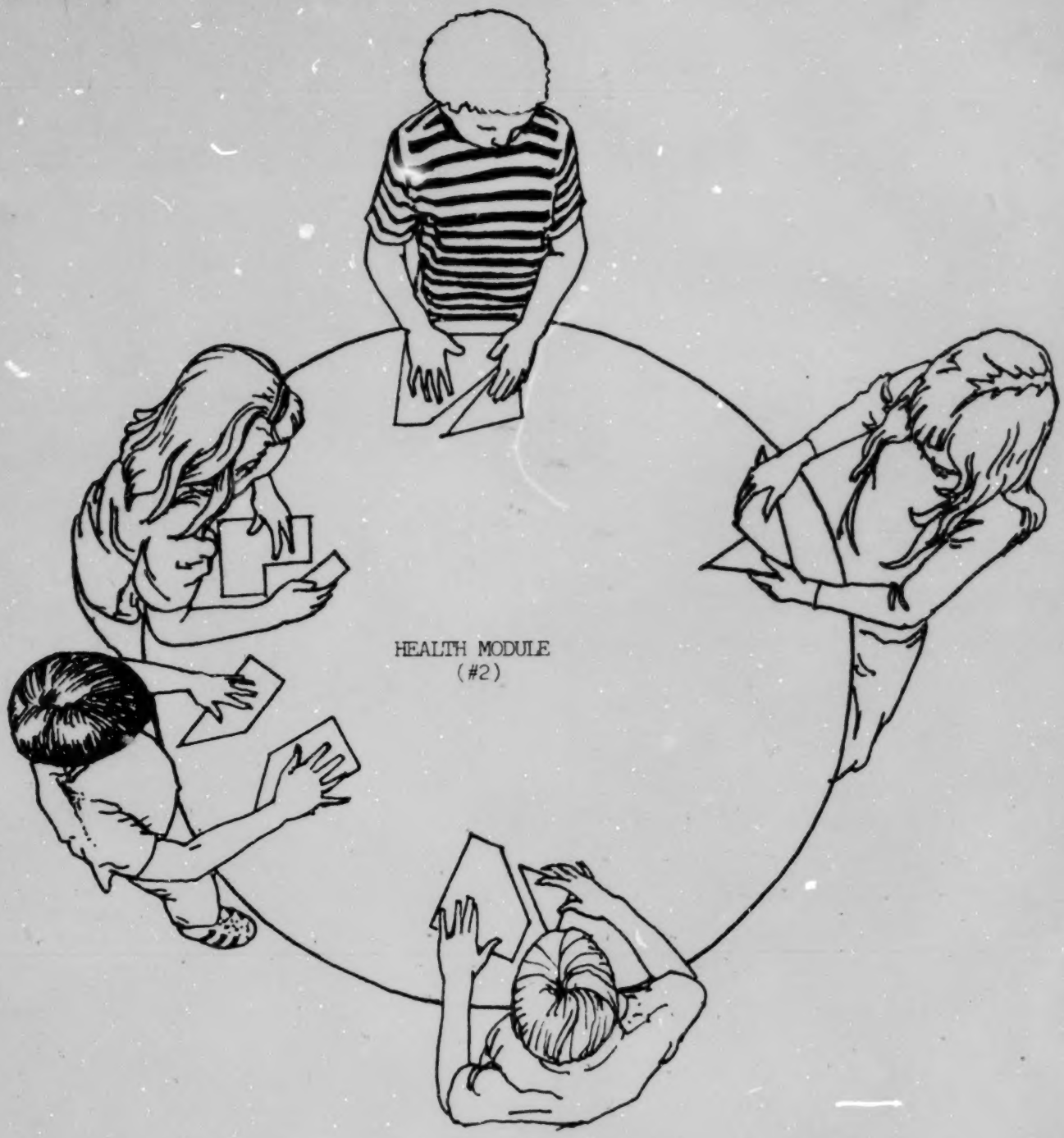
SAFETY

MODULE #1

VISUALS	NARRATIVE
1. Focus Frame	
2. Texas A&I Frame	Texas A&I University, Child Development Associate Training Materials presents
3. Title Frame	Safety, Module #1
4. Children playing	Safety is essential when dealing with young children.
5. Adults	Safety should be the responsibility of all adults in the center.
6. Teacher and children	Developing and maintaining a safe environment requires planning and forethought.
7. Children in the classroom	Good safety practices include various aspects. One important step is assessing the total teaching situation. The room arrangement should be closely inspected for any possible hazards.
8. Furniture	Furniture should be secure and stable. Wobbly chairs and leaning slelves are dangerous in the classroom.
9. Shelf	Furniture should also be placed in such a manner to allow children to move safely from one center to another. They should not have to climb, trip or bump over objects to reach other areas or materials.
10. Wagons	Another important step to consider is materials and equipment. Teaching material and other equipment should be inspected periodically. Blocks, toys and other materials that children handle should be checked for breakage, splinters, and sharp edges.
11. Shelf	Materials should also be checked for proper placemen Heavy items on top shelves may fall on younger children so its best to put them on the bottom.
12.	Newspapers laid out for spilled paint should be secured to prevent slips.
13. Little boy	Toys should be appropriate for the child's age level. Small objects given to very young children could be easily swallowed.
14. Record player	Electrical equipment such as tape recorders, record players and television sets should be checked for faulty wiring.

15. Plug	Wall plugs that are not in use should be covered. Electrical cords should be kept out of reach. Periodic checking of fixtures such as heating, cooling, and lighting systems should also be included.
16. Teacher supervising	A third dimension of good safety practices is proper supervision. Children do not think about what is safe. An adult is necessary to help them make decisions and should be available at all times.
17. Children in line	Children should be even more carefully supervised while outdoors or on field trips. Parents or center staff can be recruited to participate in the supervision.
18. Fenced yard	The outdoor environment should be fenced in and periodically examined for broken glass and sharp objects.
19. Two children	Equipment that is unsafe should be removed from the playground. If this is not possible then the children must be instructed as to its proper use or instructed not to use it at all.
20. Children and teacher outdoors	Safe traffic patterns can be explained and dramatized for the children. For example, they should learn not to run in the swing or slide areas.
21. Teacher/children in small group	Finally, safety should be an important element of the curriculum. Training should be thorough and should begin early in the school year.
22. Teacher/Children	Traffic patterns and other appropriate methods of movement should be modeled by the teacher and demonstrated by the pupils.
23. Child carrying chair	Time should also be spent on the proper use of equipment. Here this child is learning how to carry a chair properly.
24. Child using scissors	Scissors, an obvious safety hazard should be carried with the ends pointing away from the body and slanted down.
25. Children in line	Unannounced fire drills should be conducted frequently and at various hours to reinforce safe evacuation of the building.
26. Children boarding bus	Safety outside of the classroom also includes traffic safety instruction. Preschoolers need special instructions on coming and returning from school.

27.	List	Other safety areas that should be included in the curriculum lessons are Fire safety Water safety Strangers Animals Applicances etc...
28.	Large group	These dangers are common to young children and should be discussed. Bringing in visisors, filmstrip and films to elaborate on the safety topic adds interest and mctivation to the lesson.
29.	Teachers with children	Role playing is a good means by which to illustrate and reinforce good safety habits.
30.	Children and teachers in a small group	Rules should be kept to a minimum and discussed periodically. A few simple rules are easier to remember.
31.	Children playing	To insure the emotional and physical safety of students, a well-planned and executed safety plan is essential.
32.	The end	
33.	Credits	



HEALTH MODULE
(#2)

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(HEALTH)

Definition: Candidate provides an environment that is free of factors which may contribute to or cause illness.

This functional area and module focuses on providing and maintaining a healthy environment for the children in the group. Activities and opportunities for children to acquire and practise good health habits should be provided. Conditions involving a child's illness should be recognized and effectively handled; the nutritional needs of the children should be met; and garbage, debris, etc., that are potentially hazardous to the health of the children within the group should be absent.

Objectives:

- The trainee will be able to evaluate the child's health status on a daily basis.
- The trainee will be able to incorporate health into the daily curriculum.
- The trainee will be able to administer minor first-aid.
- The trainee will construct a first-aid box that will be kept in the room.
- The trainee will be able to identify children who are obvious carriers of childhood diseases.
- The trainee will demonstrate an understanding of the areas pertinent to health that must be incorporated into the curriculum, such as nutrition, health, etc.

HEALTH
PRE-ASSESSEMENT

T F 1. It is necessary to consider the child's culture in the instruction of Health.

2. How can we teach health everyday?

a)

b)

c)

T F 3. You should let children eat only what they want.

4. A daily check must be made of the children's_____, _____,_____.

5. What are some signs of a child having vision problem?

_____,_____,_____.

6. What are some signs of a child having hearing problems?

_____,_____,_____.

7. Some signs of communicable diseases_____,_____,_____.

T F 8. A teacher should never administer first-aid.

9. What are some items that should go into a first-aid kit?

10. What are 4 topics that should be covered in the Health curriculum for preschoolers?

a)

b)

c)

d)

MODULE

LEARNING ACTIVITIES

Competency: Setting Up & Maintaining A Safe & Healthy Learning Environment

Functional Areas: Health

Module: Health

Skill: Identification

Activity # 1

Trainee will read Module 2 of CDA Bilingual-Bicultural training curriculum.

Activity # 2

Trainee will view film entitled Module 2 Health.

CYCLE I

Diagnostic

Activity # 1

Identify and list areas that should be considered in evaluating the overall health of the child. Among these you should include the physical condition of important body parts, changes in disposition and complaints often made by the child.

Prescriptive

Activity # 2

Fill in the accompanying chart listing all symptoms to be considered. List in the appropriate section of the chart.
ex: physical condition
a. Are the child's eyes infected or irritated?
b. Is his skin broken out in a rash?
Disposition
a. Is the child often tired?
b. Is he often cross and irritable?
Complaints
a. Does the child complain of headaches?
b. Does he complain of not being able to see the blackboard?

Once this chart has been made list all children.

Implementation

Activity # 3

Throughout the day casually check the children for the items found on the checklist. Indicate on the chart any problems that you spot. After completing this daily check identify and list the children with problems. Write down the observations made and the recommendations as to referrals.

Assessment

Activity # 4

Meet with the Health-Aide and find out if the child actually had a health problem.
Continue monitoring the child checking for treatment and cure.

CYCLE II

Diagnostic

Activity # 1

List the most common types of accidents that occur in the classroom and on the playground; specifically, minor accidents that a teacher would normally handle. Do not list serious accidents requiring hospital care.

Prescriptive

Activity # 2

After making this list of possible accidents make another list writing all the materials that would be needed in treatment.
ex. - finger - phisohex - band-aid

Implementation

Activity # 3

Find a box suitable for storing all the materials identified. Decorate the box so children will all know that it's a first aid box. Gather all the materials previously listed and store them in an accessible place to you in the room.

Assessment

Activity # 4

Have the Health- Aide or nurse check your first-aid box. There might be some things you've forgotten.

CYCLE III

Diagnostic

Activity # 1

Observe the children for 2 weeks during lunch time. Write down the foods that were not eaten by the children. Try to find out why food was not eaten.

Prescriptive

Activity # 2

At the end of two weeks check the list of what foods were frequently left behind.

1) Were the vegetables left behind often?
2) Could it be the children are unfamiliar with these vegetables?
3) Was it certains kinds of meat?
4) The preparation of the meat might not be what the children are used to.
5) Could they possibly be getting too much food on their plate?
6) Lack of seasoning could also effect the children's consumption.

Make 2 recommendations or activities that could be done to start the children eating.

For example:

The children are not eating their vegetables because their not familiar with the food.

Activity - A lesson introducing the uncooked & cooked vegetables could be planned.

Implementation

Activity # 3

Make the recommendations to the cooks or whom ever is responsible.
Start activities to familiarize children with the foods.
Write one or two recommendations for each area.

Assessment

Activity # 4

Make another observation notice improvements in the children's eating habits. Are the children eating more unfamiliar foods? Do they show more of a tendency to try new food items?

MODULE

NARRATIVE

MODULE NARRATIVE
OUTLINE
(HEALTH)

I. Introduction

A. Health and culture

B. Daily Instruction

II. Practicing Preventive Health

A. Identifying Health Problems

B. Identifying Childhood Diseases

III. Emergencies and First-Aid

A. School First-Aid

B. First-Aid Kit

C. Suggested List of Health Topics for School Year

The teacher must be aware that for many children their first exposure to good health habits comes through the school. The teacher is providing experiences related to health instruction must be very careful in the attitude in which she approaches the children. She must never belittle or criticize the children's home environment, by indicating that their parents health practices are dirty and inferior. In many cases the home environment is overwhelmed by economic problems that making sure the children brush their teeth every morning is of minor importance.

Health and Culture

The culture of the child must also be considered by the teacher. This is especially true in the case of Mexican-American child. The Mexican-American culture possess folk-medicine practices which are highly accepted within the culture. The teacher must accept these as part of the child and try to become familiar with these remedies. In many cases the children have had no previous contact with doctors or nurses. Curandero is an individual within the community who has knowledge of remedies and herbs which heal. Mexican-American families seek out these individual because of their faith in them and because of the economics involved.

Daily Instruction

The teacher must keep all of the above mentioned in mind and be above all understanding. Instruction of health habits should be part of the daily planning. A time should be allowed for dental care. Each child should have his own toothbrush labeled with his name. The children should also be taught to wash their hands before every meal. Kleenex should be easily available and within easy reach. During meal time the children should be encouraged to eat

food which may be strange to them. Mealtime is an opportunity for the teacher to discuss the foods, naming them and pointing out their value.

PRACTICING PREVENTIVE HEALTH

The teacher in maintaining a healthy learning environment must be constantly aware of the general health of her children. She must be able to recognize any symptoms of possible childhood diseases or physical disorders. She must also know what steps should be taken when a sign of a health problem occurs. The responsibility of incorporating* into the curriculum knowledge of health practices also falls on the teacher. The following information will aid the teacher in spotting these health problems and in becoming familiar with the areas needed to be covered in her instruction.

Identify Health Problems

The first step in identifying health problems is to identify the sick child. Observe the child, become aware of each child's general disposition (health) and of any changes that might suggest a health problem. Notice his hair and over-all general appearance. Be responsive to complaints of headaches, nausea, dizziness or fever. Once familiar with the children it will be fairly simple to know when a child is actually sick.

A quick daily check of the following will alert the teacher to any difficulties.

Eyes: The eyes should be checked for infections and irritations. Check eye lashes for excessive bushiness (very thick). Long lashes sometimes indicate an allergy or a vision problem. Be sure child has had his vision checked.

Symtoms of vision problems:

1) thrusting head forward
2) tilting head continually

*incorporating - Making them apart of

3) watery eyes

4) Frowning or squinting

5) blinking, repeated, rapid

Ears

Check for drainage of blood or pus from the ear. Scratching or rubbing may indicate an infection of the inner ear. Malformation of the outer ear may also indicate a hearing loss.

Symptoms of hearing problems:

1) turning the head to hear in preferred ear

2) strained expression while listening

3) often asking for repetition

4) use of gestures in place of words

5) often not able to follow directions

Nose and Throat

The nose should be inspected for septal deviation or an unusually broad or narrow bulge. If there is any hoarseness or difficulty in swallowing send child to nurse or health aide.

Skin

When checking the child for fever not only check the face and hands, but also the small of the back. The skin should be observed for color, texture, and lesions. The teacher should also check for bruises and scars that could result from possible abuse.

In summary through these observations the teacher will be able to note minor indications of possible illness, making early treatment and prevention possible. The teacher's responsibility is to notice the signs that signal a possible illness and to refer the child to the school nurse or other medical personnel. She is also responsible for following up on the medical assistance given to the child

and for maintaining all medical records up to date. Sometimes this assignment is left to the head teacher.

Identifying Childhood Diseases

Communicable diseases* among small children are very common. The teacher should be able to identify the symptoms that accompany communicable disease.

Characteristics of Communicable Diseases

1. Flushed (red) Cheeks
2. Unusual pallor (paleness)
3. Blueness of lips
4. Inflamed (red) or watery eyes
5. Running nose
6. Sneezing
7. Coughing
8. noisy breathing
9. vomiting or nausea
10. skin eruptions (bumps) or rashes
11. complaints of headaches
12. complaint of stiff neck
13. complaint of sore throat
14. complaint of backache
15. complaint of either hot or cold water

The following chart was taken from , The Handbook for School Health, written by the Houston Independent School district. This chart will aid the teacher in identifying diseases and indicate the proper steps to take in notifying the parents.

* Communicable diseases - Passed from one person to another

DISEASE	EARLY SYMPTOMS	RETURN TO SCHOOL	FAMILY CONTACTS	CLASSROOM CONTACTS
MEASLES (Rubeola) 7-14 days	Head cold, fever, red eyes, Koplik spots in mouth, followed by granular red rash on face, neck, and chest	Fourth or fifth day after rash appears, if other symptoms are gone	May stay in school under observation	**Notification of parents for their information
GERMAN MEASLES (Rubella) 14 - 25 days	Rash, enlarged lymph nodes, especially behind the ears; low-grade fever	Four days after appearance of rash	May stay in school under observation	**Notification of parents for their information
MENINGITIS 1-7 days as a rule, but variable	Intense headache, especially in back of neck, high fever, nausea	Written release by physician	May remain in school under observation	Secondary cases rarely arise. Notification of parents not necessary, but they should be notified as to the type, if known, and reassured that preventive treatment is generally not necessary.
MONONUCLEOSIS 4 - 10 days	Fever, sore throat, enlarged lymph nodes, malaise	When symptom-free or released by physician	May remain in school under observation	No notification
MUMPS (Parotitis) 14-28 days	Swelling, tenderness of parotid gland (in front of and below the ear); sometimes fever	When temperature is normal and all swelling is gone	May remain in school under observation	**Notification of parents for their information
PEDICULOSIS (Lice) 1-2 weeks	Itching of scalp; nits in hair	When free of live organisms and nits	May remain, if free of symptoms	No notification
RINGWORM Skin Scalp	Localized scaly patches, often red-rimmed; on scalp, hair is short, broken; circular bald spots seen	May attend school provided child is under treatment by a physician. (Areas must be covered)	May stay in school under observation	No notification

**Optional, at principal's discretion

School Health Committee
Harris County Medical Society
1971

			FAMILY CONTACTS	CLASSROOM CONTACTS
SCABIES 24-48 hours	Linear burrows under skin, usually in webs of fingers, on wrist and/or abdomen	Exclude until released by physician. All in household should be treated	May stay in school under observation	No notification
SCARLET FEVER 2-5 days	Fever, sore throat, vomiting, "strawberry tongue," fine red "sunburn" rash	When released by physician or at least seven days	May stay in school under observation	No notification. May need to educate and reassure parents, if they hear about a case
TUBERCULOSIS Variable	Early cases may be none. Fever, persistant cough, hemoptisis, weight loss, fatigue, anorexia, night sweats, chest pain.	When released by a physician	Should have a release from a physician after tuberculin testing and x-ray, if tuberculin positive	If case is infectious, classroom and other school contacts should be tested. Contact Health Department for specific recommendation
TYPHOID 7-21 days	Gradual onset with fever, headache	When released by health officer	Immunization optional, stool cultures and close observation by physician and health officer	Notification of parents for their information. Immunization generally not indicated
WHOOPING COUGH (Pertussis) 5-21 days	Head cold sumptoms, spasmodic cough, "Whoop"	Three weeks from onset of catarrhal symptoms, or release by physician	May stay in school under observation	No notification

**Optional, at principal's discretion

School Health Committee
Harris County Medical Society
12/73

EMERGENCIES AND FIRST AID

No matter how many precautions and safety procedures are followed accidents will happen. The teacher needs to be familiar with the steps to follow in caring for both minor and major accidents.

In case of a serious accident such as broken bones and serious falls get some help immediately and:

1) remain calm and comfort the child
2) clear area of all children
3) cover the child
4) call for ambulance
5) notify the parent

The teacher in a serious case SHOULD NOT TRY TO ADMINISTER ANY TYPE OF FIRST-AID. In case of fainting keep the child laying down with his head lower than body and inhaling some strong aroma. Always notify the parent. Convulsions* can also be considered in a serious illness. Some children have a history of convulsions and a teacher should be aware of these and should be prepared to do the following; first of all do not restrain* the child, but protect him from injuries. Place a soft long object between upper and lower teeth and continue to hold through out the convulsion. The parent should also be notified in this case.

Wounds if deep and open should not be handled by the teacher. The parents must be notified and care given by a physician.

School First-Aid

There are minor first aid procedures that the teacher can handle using materials found in the first-aid kit.

Insect bites can usually be relieved by applying ice or cold compresses. If the child reacts badly to an insect bite they may be allergic and have to be

* Convulsions - Fits
* Restrain - Hold down

medically treated.

In case of nosebleeds pinch the nostrils equally and maintain pressure. The pupil sits upright with head slightly tilted back.

Injuries to mouth and lips can be controlled by applying pressure. Swelling can also be controlled by applying an ice pack.

Superficial wounds can be treated by cleansing the skin with soap and water. Apply an approved antiseptic and cover with a dry sterile dressing.

Foreign bodies in throat usually cause many people to panic. Keep calm! Bend the child forward and hit him sharply between the shoulder blades. If the object is embedded take the child to the hospital.

If an object is embedded in a child's eye call the parents, get a doctor or both.

In administering first-aid the teacher must keep in mind the severity of the situation. The teacher is unsure what first-aid procedures to follow then the child should be left alone and medical help sought. The next best thing would be the comfort and reassurance given by you to the child.

First-Aid Kit

The first-aid kit should be placed in strategic locations throughout the school. Every teacher should have a kit in the classroom for small cuts or bruises.

Another first-aid box should be located near the playground area and in the cafeteria. The location of the first-aid boxes is entirely up to the school personnel.

The contents of the box can usually be gathered by the teacher if the school does not provide a ready made kit. Any box large enough to hold all the contents can be utilized. The kit should include bandaids of varying sizes, cotton swabs, sponges, sterile pads, a bottle of the currently approved cleansing solution and adhesive.

Insuring and promoting the health of children in the classroom is of great importance. Instructing the children on proper health procedures is also of upmost importance. In the curriculum followed by the teacher major area of health study should be:

Suggested List of Health Topics for School Year

I. Care of the Eyes
   A. Injuries which may occur prevention and treatment
II. Dental Health
   A. Care of teeth
   B. Tooth brush drills
   C. Activities promoting dental care
III. Care of the Ears
   A. Discussion hearing process
   B. Experiment with hearing
   C. Care of ear activities
IV. Personal Hygiene*
   A. Importance of cleanliness
   B. Care of feet
   C. Care of hair
   D. Personal hygiene and effect on others.
V. Posture
   A. Use of mirror for observation of pupil posture
   B. Games and rhythms which develop muscle coordination
VI. Nutrition
   A. Importance of food to growth
   B. Discussion of daily menu foods
   C. Field trips to groceries, bakery, dairy, etc.

* Hygiene - Cleanliness, care

VII. Safety

A. Observation of hazards glass, sharp objects

B. Accidents walking to school

C. Accidents at school

D. Accidents at home

HEALTH
POST-ASSESSMENT

T F 1. It is necessary to consider the child's culture in the instruction of Health.

2. How can we teach health everyday?

a)

b)

c)

T F 3. You should let children eat only what they want.

4. A daily check must be made of the children's _____, _____, _____.

5. What are some signs of a child having vision problems?

_____, _____, _____.

6. What are some signs of a child having vision problems?

_____, _____, _____.

7. Some signs of communicable diseases _____, _____, _____.

T F 8. A teacher should never administer first-aid.

9. What are some items that should go into a first-aid kit?

10. What are 4 topics that should be covered in the Health curriculum for preschoolers?

a)

b)

c)

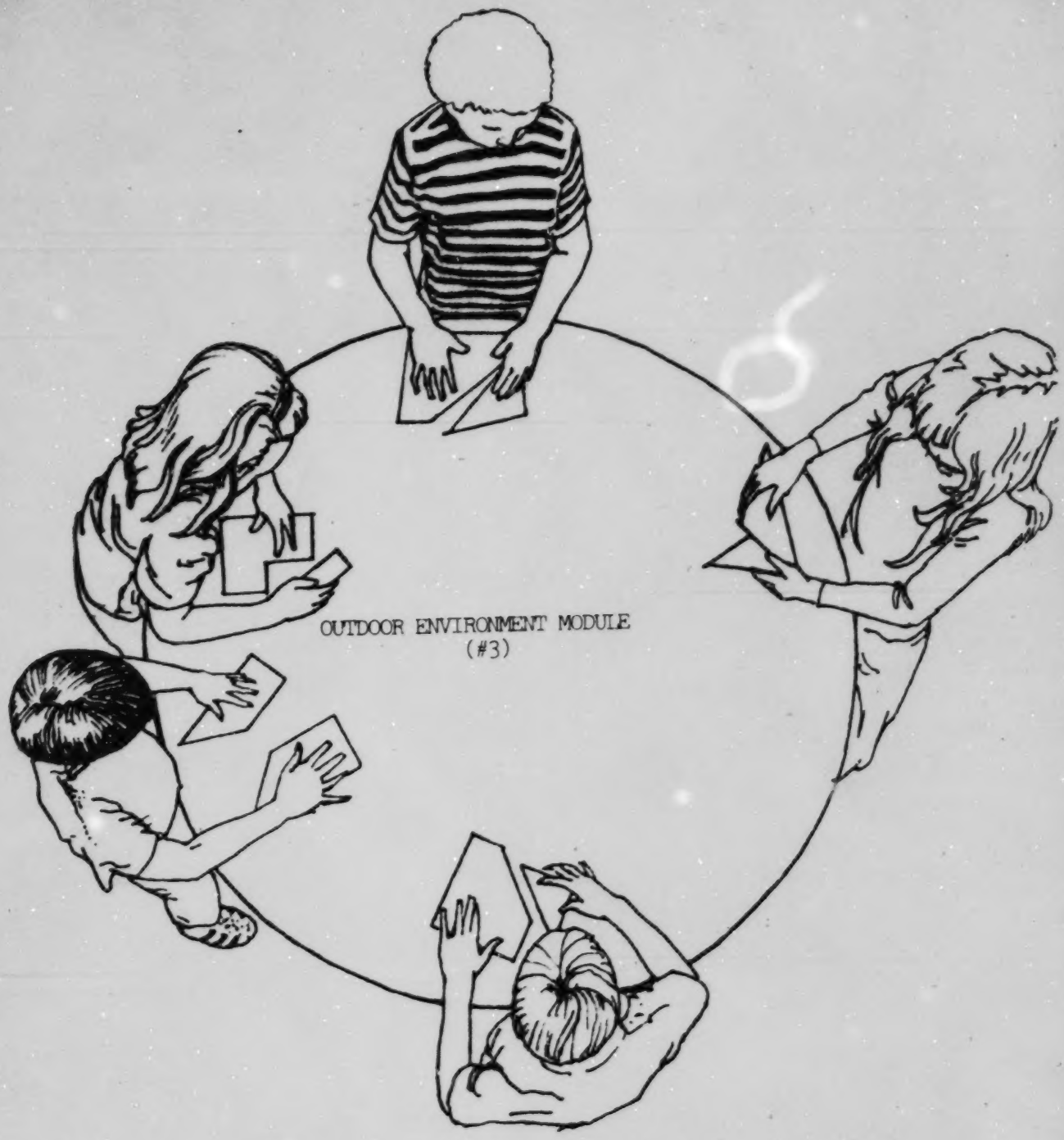
d)

FILMSTRIP NARRATIVE
HEALTH
MODULE #2

1.	Focus Frame	
2.	Texas A&I Frame	Texas A&I University, Child Development Associate Training Materials presents,
3.	Title Frame	Health , Module #2
4.	Teacher/children	Health is a very important area for teachers of young children.
5.	Child	Oftentimes a child's first exposure to good health habits comes through the school. Because of this the teacher must be sure that several factors concerning health be introduced and regularly followed in the classroom.
6.	Teacher	But even though much needs to be done concerning health habits for the children the teacher should be understanding and never "put down" the children's home environment and their health practices.
7.	Home	It is important to respect whatever home remedies the child brings to school. Of course if they are unsafe or ineffective the situation should be handled with the help of your director.
8.	Teacher/child	One thing that a teacher must be sure to do is check all children's health forms and immunization cards and see that they are correct and up to date.
9.	Child	Daily observations should also be made to check for symptoms of disease, illness and any other childhood ailments.
10.	Teacher/child	The sick child should be identified. After this his overall general appearance including hair should be checked.
11.	Teacher/child	Eyes, ears, nose and throat , and skin should also be checked periodically for any unusual signs. Specific suggestions on various symptoms can be found in the module corresponding to this filmstrip.
12.	Children	Through these observations the teacher will be able to note minor indications of possible illness. Early treatment and prevention will then be possible.

13.	Teacher	After daily observations a teacher may find she needs to make some referrals. These should be done by filling out the appropriate forms and following accepted procedure.
14.	Child in dentist chair	Children in need of dental work may then be served as soon as detection is made.
15.	Parents	When parent forms for regular health check-ups are needed teachers should use whatever time and energy is necessary to obtain them.
16.	Teacher/children	This is doubly important because many children do not receive regular immunization and health care except through the school.
17.	Child on swing	Another factor that teachers must be concerned with is emergencies and first aid.
18.	Empty swing	In case of a serious accident five steps should be followed 1) remain calm and comfort the child; 2) clear area of all children; 3) cover the child; 4) call for ambulance and 5) notify the parent.
19.	First aid Kit	A first aid kit should be standard room equipme This kit can be used for insect bites, noseblee and small superficial wounds. First aid should never be administered in case of a serious accident.
20.	Child on slide	First aid kits should contain things such as; swabs, band aids, sterile pads, cleansing solution and adhesive.
21.	Teacher/children	Another important procedure for good health is insuring and promoting health by instruction Health topics such as; good eating habits, cleanliness, and brushing teeth, should be a part of the curriculum.
22.	Child brushing teeth	Children should also be required to use daily health habits at school. Brushing teeth after every meal should be a daily routine.
23.	Children washing hands	Hands should be washed before meals and after going to the restroom.
24.	Child eating	During mealtimes teachers and aids should encourage children to eat their meal and to taste any foods they are unfamiliar with.

25.	Child eating	Children that eat well and taste unfamiliar foods should be praised regularly.
26.	Child napping	Younger children should be encouraged to take a short nap during the day.
27.	Parents	Parents should also be included in good health care instruction and practice. Parent meetings should introduce good health practices and ideas.
28.	Materials	Materials and pamphlets both in English and any other language the parents may use should be available to inform parents.
29.	Children	Good health takes planning and time but is well worth it. Healthy children are more eager to learn and enjoy school.
30.	The End Frame	



OUTDOOR ENVIRONMENT MODULE
(#3)

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(Outdoor Environment)

1. The trainee will be able to relate the importance of having a well-planned outdoor environment.
2. The trainee will be able to identify the skills reinforced by having a well constructed area.
3. The trainee will identify the types of areas needed in a playground.
4. The trainee will be able to plan areas that could be added to enhance her outdoor environment.
5. The trainee will be able to plan her outdoor environment in the best manner which space and equipment allows.

OUTDOOR ENVIRONMENT
PRE-ASSESSMENT

1. What are the two main skills which are developed by outdoor activities?

_____and_____.

2. What are the 4 main areas into which a playground may be divided?

1.

2.

3.

4.

3. What are some additional areas that can be added to the outdoor environment.

_____, _____, _____.

4. Why should outside activity areas be well-defined?

_____ and _____.

5. What are some means by which outside materials maybe obtained _____,

_____, _____.

6. List some 10 items that are needed for the outside area.

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

7. What is the major difference between outside traffic patterns and indoor traffic patterns?

MODULE

LEARNING ACTIVITIES

Competency: Maintaining a Safe and Healthy Learning Environment

Functional Area: Outdoor Environment

Skill: Identification

Activity # 1

Trainee will read Module 3 of CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

Trainee will view film entitled Module 3 Outdoor Environment

CYCLE I

Diagnostic

Activity # 1

Make sketch of the playground. This can be done during playtime or after school. Include in this sketch the measurement of the playground as close to proportion as possible. Include all equipment and surrounding structures such as trees, ditches, restroom, etc. Include any streets that are near. Sketch into your drawing the traffic patterns the children follow on the playground. This will have to be done during playtime.

Prescriptive

Activity # 2

Analyze your sketch. Is the space being used to its most value? Are the traffic patterns well defined and clear from other play areas? Do the children interpret other children's activities in order to reach certain play areas.

Implementation

Activity # 3

If you find that the traffic patterns that the children follow are dangerous or in the way of other activities, make another sketch illustrating how these problems could be remedied. You may have to move certain area like your sand-play, water-play, marble area, or whatever, be sure you designate these areas in some way. You can maybe tie off some areas with rope.

Assessment

Activity # 4

Make an observation of the play area while children are playing. Do the children still cross over into other areas while moving? Do the children know the designated play areas on the playground? Is there enough room in these areas?

CYCLE II

Diagnostic

Activity # 1

Make a list of all the activities in which the children can participate while on the playground.

For example: jumping rope, digging, running, etc.

Prescriptive

Activity # 2

Look at your list carefully and decide which activities would be considered gross motor activities and which ones would be considered fine motor. Decide if you have a lacking in any of these. If you find you need more fine motor activities, make a list of what materials or equipment could be added to provide more opportunities for fine motor skills.

Example: Add jacks, add sand play, add marbles, etc.

Implementation

Activity # 3

After deciding which materials need to be added to the list, select possible resources for acquiring these materials. Parents can be very helpful by donating materials needed and by actually constructing some activities. The parent fund may also be a possible source for purchasing the required materials. Place these materials on the playground.

Assessment

Activity # 4

Make another list of all the activities in which the children can participate. Divide this list into fine and gross activities. There should be more of a balance between the activities.

If not, you may have to add more activities to the play area.

MODULE

NARRATIVE

MODULE NARRATIVE
OUTLINE
(Outdoor Environment)

I. Introduction

   A. Outdoor Areas

   B. Indoor Areas

II. Materials and Acquisition

   A. Outdoor Materials

   B. List of Outdoor Materials

III. Outside Furniture and Equipment

   A. Space

   B. Planning Outdoor Centers

In developing outside centers the teacher is concerned with the development of gross motor control as well as with the social needs of the children.

Gross motor skills refer to developing the large muscles of the legs, arms and trunk and coordinating the use of all these muscles with visual perception.

A child begins to acquire gross motor skill in the womb. He enters the world stretching, pulling and reaching. The first years of his life are devoted to gaining control over his arms, legs and trunk. Crawling, toddling and true walking are steps in this effort.

The pre-school child is ready to refine the control he has gained over his body. He wants to run, climb, jump and catch with skill.

Outdoor Areas

The outdoor play space is divided into several areas to facilitate these and other developmental activities. Generally speaking, these should be;

1) a large, open, obstacle free area of grass or dirt for running activities
2) an area of deep sand for swinging, climbing and sliding activities
3) an area in concrete for ball activities, wheeled vehicles and rope jumping
4) an area should be included for sand and water play.

If space permits the teacher may also wish to plan for the following areas;

1) a garden area
2) an area for keeping small animals
3) an art activity area

Indoor Areas

As with the inside centers, the outside centers need to be well-defined. The entire play yard should be fenced to prevent the children from wandering away. The boundaries of each area should also be indicated. This may be done by the use of tires, bricks, or boards set into the ground or it may be done by the use of different ground cover. The swing area with its sand can be seen

to be separate from the grassy running area.

Variety in the indoor environment is provided, in part, by the use of color and lighting. Outdoor variety is also necessary. The landscape can be varied on the surface by the use of low hills and valleys. The use of shade and sun will vary the lighting outside as well as providing cooler areas in hot weather. A third method for the achievement of variety has been mentioned, the use of sand, grass, dirt and concrete as ground cover.

Again, just as the indoor centers allow for differing degrees of sociability so should the outdoor centers. Control over grouping is mainly achieved by controlling the amount of equipment available. If there are four swings, the swing area becomes an area for four children. Remember to plan for some areas of solitude, a single tree off by itself or an inviting rock in a corner.

Outdoor play is by its very nature more active than indoor play. In planning the indoor environment one teacher concern is keeping noisy and quiet areas separate. In the outdoor environment this concern is not as important as keeping areas separate for safety's sake. For example the swinging and running areas should be placed far apart. Running in front of a swing in motion is to invite an accident.

In addition to providing for the gross motor needs of the child the outdoor play space can be used as an extension of the indoor space. Many activities usually pursued inside work equally well outside. Music and art activities are easily transfered to the outdoors as well as snack or storytime. In areas where weather conditions force long periods of inside activity, it is wise to use the outdoor space for as many activities as possible while possible. A well designed outdoor area gives the teacher greater freedom and flexibility in planning daily activities.

MATERIALS AND ACQUISITION

The following section contains lists of materials and equipment by interest center. Each list is divided into two categories, materials that usually must be purchased and materials that can be gathered (donated) from the community. Parents are a good source of supply for donated materials. Some materials on the purchase list can be made by the teacher or parents. Some money can be saved in utilizing home made equipment. It is important, however, that both in workmanship and materials, this equipment be durable. For this reason it is generally wiser to purchase items such as swings and monkey bars etc rather than to construct them. Remember that in the playground such items will receive more use than they would in home setting.

The lists may appear rather exhaustive. Of course not every classroom will have all the materials listed. The lists provide a basis from which the teacher can evaluate her centers. They also provide direction in the purchase of new materials.

Remember, also, that not all the materials will be available to the child all the time. The teacher needs to vary the activities in the centers as the children's interest and abilities change.

Outdoor Equipment

The list that follows includes large, fixed outdoor equipment as well as the smaller portable equipment. As already mentioned, in many cases, the teacher will have little control over the purchasing of the larger, fixed equipment. Frequently, however, the teacher will be able to purchase the smaller, portable equipment. The list is provided as a guide for either circumstance.

Much of the outdoor equipment will be purchased. Few communities have the resource necessary to construct such equipment. If such resources are available the teacher should of course make use of them.

The equipment in this list is divided by the type of physical activity it

usually generates.

List of Outdoor Equipment

Climbing/Sliding

slides
fireman poles
ropes
monkey bars and jungle gyms

Jumping

ropes
trampoline (sunken below ground level)

Ball Play

heavy duty rubber balls (in various diameters)
soft balls and bats
basket balls
footballs
jacks with ball
soccer balls

Balancing

balance beam
old tires (from community)

Wheeled Vehicles

tricyles
wheel barrows
large wooden cars, trucks, airplanes, etc.

Sand and Water play

same as inside; include shovels, buckets and hoses

WoodWorking

woodworking Bench
hammers
saws (back, crosscut and coping)
nails
screwdrivers
screws
wrenches
files
nuts and bolts
drills and bits
sand paper

Clamps
bench vise
pliers
wood scrape (from community)

Miscellaneous

see saws

OUTSIDE FURNITURE AND EQUIPMENT

The outside centers require the same type of space as the inside centers work, storage, travel and display. The reade may wonder at the inclusion of display space but recall that woodworking or outside art centers may require an area for display of finished projects.

Work space outside, as inside, is the area in which the activities will be pursued. This area, because of the nature of outdoor activities, is more open than the inside centers. This openess can lead to difficulties in developing good traffic patterns outside is safety. Inside patterns are designed to restrict running and climbing activities, outside pathways are designed to keep these activities a safe distance from other non-compatible activities.

Storage space, outside, is also geared toward the children's use. In most cases the outside area can be more centrally located. Each individual center will generally not require its own storage center. Instead one large storage area can be subdivided. Much of the outside equipment will require floor rather than shelf space for storage. Tricycles and other vehicles should be lined up for accessibility and ease in removal and replacement. Sand box toys can be stored in small boxes that that the children can carry to the sand and water center. The need to protect the equipment from the weather is another reason why a single, enclosed covered area is more suitable for outside storage.

To indicate pathways in the outside centers a variety of materials can be used. Solid concrete walkways are excellent in areas where wheeled vehicles will be used. To indicate the end of the area suitable for such activities change the material to gravel or soft sand. Stepping stones or wooden discs set into the ground not only make good pathways but lead to various jumping and balancing games as well. Bridges plank or suspension can be used between two centers. This could be especially effective between the swing area and an open running area if the bridge has 3 or 4 steps on each side.

Concrete pipes, the type used in city drainage systems, can be used as

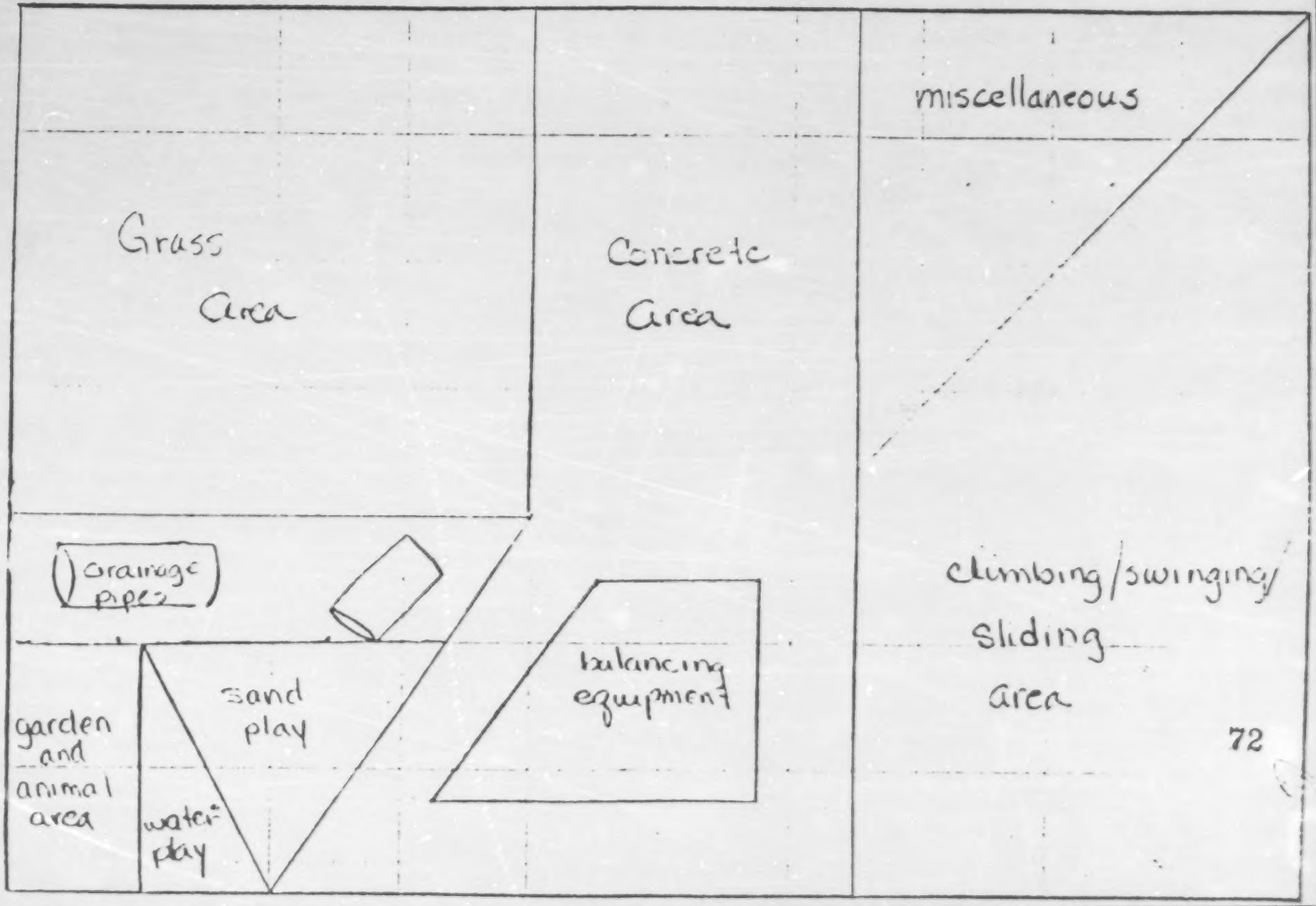
with the climbing center.

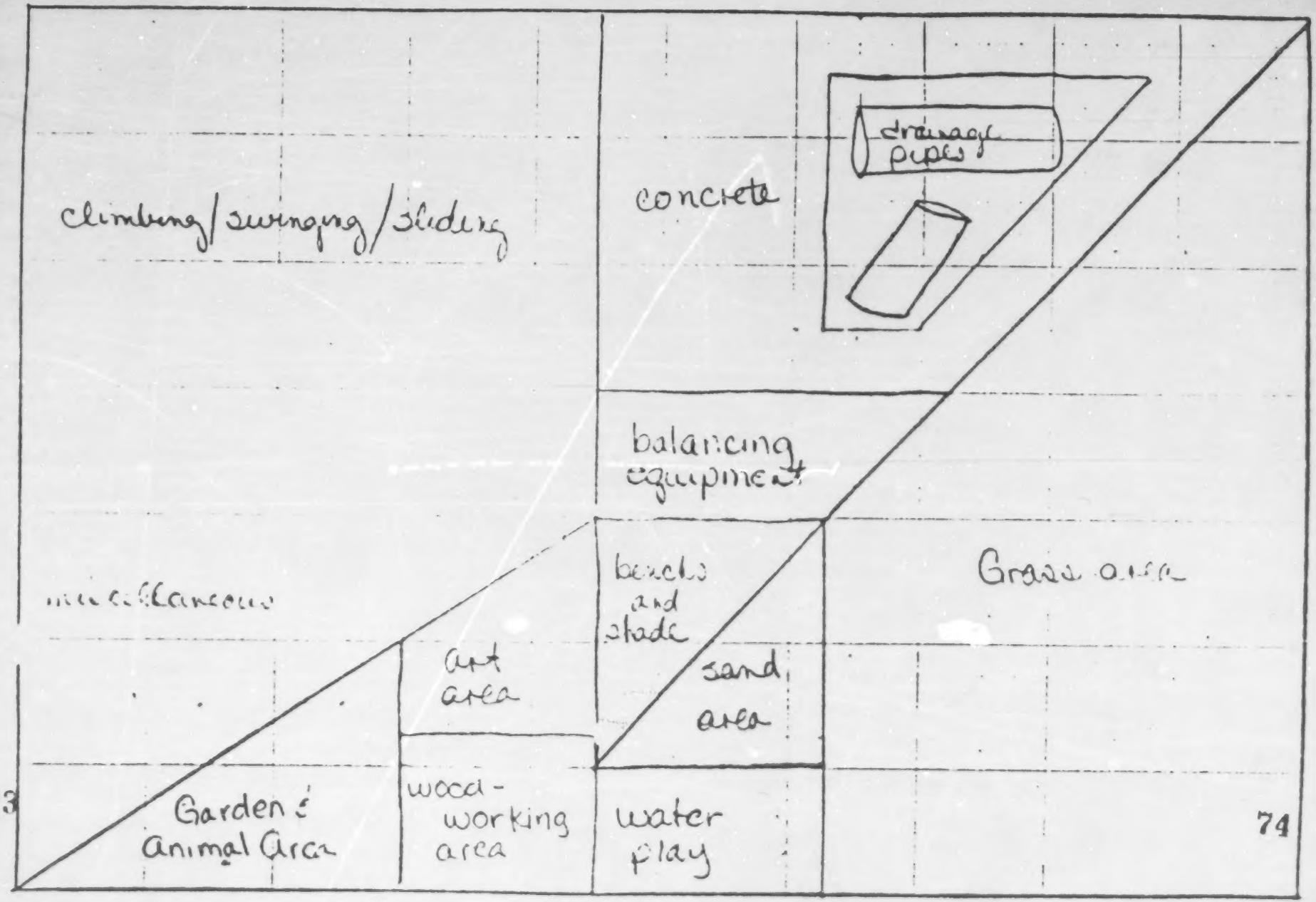
Planning Outdoor Centers

The nature of the equipment makes the outside space less flexible than the inside space. This being so, the teacher can not, generally speaking, rearrange the outside centers. Therefore when planning the outside centers the use of a blueprint is very important. Exact measurements of the centers and equipment contained therein should be taken. The measurements are then scaled to use with graph paper. The entire outdoor play space is plotted on the graph paper.

Pieces of paper cut to scale are used to represent the equipment. The teacher can manipulate these papers on the graph paper until she achieves a safe and suitable arrangement. This arrangement can then be glued down. With the arrangement in hand the teacher then plans her pathways (This same technique can, or course be used in planning the inside arrangement.) In following this procedure several different plans or designs can be considered and the most cohesive one chosen. Keep in mind the factors of safety and the importance of facility in supervision.

The ideal situation is one in which the teacher would have control over the arrangement of the outside play space. What usually happens is that the teacher has no control over the placement of equipment. In this case, the planning of pathways is the teachers only method of control over the environment (aside from rules). As such it becomes even more important to plan with care.


Grass
Area
Concrete
Area
miscellaneous
drainage pipes
climbing/swinging/
sliding
area
balancing
equipment
sand
play
garden
and
animal
area
water
play


climbing/swinging/sliding
concrete
drainage pipes
balancing equipment
miscellaneous
benches and shade
Grass area
art area
sand area
Garden & Animal Area
wood-working area
water play
73
74

FILMSTRIP NARRATIVE

OUTDOOR ENVIRONMENT

MODULE #3

VISUALS	NARRATIVE
1. Focus Frame	
2. Texas A&I Frame	Texas A&I University, Childhood Development Associate Training Materials presents
3. Title Frame	Outdoor Environment Module #3
4. Outdoor area	An environment inorder to accomplish all the sequential learning required of small children must be carefully planned by the conscientious teacher.
5. Outdoor area	An outdoor environment often seen by many as a free play area can be structured into centers and activities replete with learning potential. This module will offer some suggestions and ideas that can be implemented in an active, successful outdoor environment.
6. Boy climbing	The sequential development of a child's motor skills is directly related to his physical environment. This little boy did not learn to climb overnight.
7. Teacher/pupil	Children who come from impovished backgrounds oftentimes do not have assistance in learning many basic motor skills that require coordination. Time must be taken along with activities that help to build up skills to acquire these everyday competencies.
8. Children in sandbox	The small group of preschool youngsters did not come to school with the concept of sharing yet have learned that together they can construct a bigger and better castle and at the same time enjoy each others' contributions.
9. outdoor area	The outdoor environment when thoughtfully planned designed and constructed can positively develop a preschool child's gross motor skills and meet his social needs.
10. Teacher/students	Because a preschool child has little control over his environment this type of outdoor setting conducive to his development must be carefully planned.
11. Child climbing bars	Gross motor skills refer to the development of the large muscles of the legs, arms and trunk and their coordination with visual perception. Without these skills this child would be having great difficulty climbing these monkey bars.

12. Close-up of child's legs	His eyes tell him how far he must stretch to meet the next bar and his coordination must be developed sufficiently for both his arms and legs to make proper contact with the bar.
13. Boy on bars	Why is it important that the preschool child refine his control over his body?
14. Shot of child drawing	Obviously, a child who cannot run, climb, jump and catch with some skill would feel insecure and may develop a negative attitude toward himself and others. Aside from attitudes though, his learning would also be negatively affected. Control of the smaller motor skills such as are used to draw, write, and read would probably be retarded also.
15. Children on tire	What are some factors then that should be included in organizing an efficient outdoor area?
16. Children playing	An outdoor play space should be divided into areas. A large, open, obstacle free area of either grass or dirt is necessary for running activities.
17. Children playing	This area is essential for races, tumbling, acrobatics, rolling, and many other exercises.
18. Children swinging	An area must be alloted where deep sand or grass is used for swinging, sliding and climbing.
19. Children on wagons	A concrete area is set aside for ball activities wheeled vehicles, tire rolling and rope jumping.
20. Children in sandbox	These children are making good use of the sand center. A water center is also desireable as an outside area.
21. Child in sand box	If there is extra space a garden area, an area for keeping small animals, and an art activity area may also be added.
22. Fence	Outside areas should be well defined. This large fence prevents the children from wandering out of the outdoor area.
23. Children on wagons	Boundaries, such as the asphalt separate the running area from the wagon and tricycle area. Other suggestions for boundaries include tires, boards, and the use of different ground cover.
24. Tires	This tire fence is used as a boundary to keep children from running in the swing area.

25. Children in sandbox	In this slide, five children are seen using the sand and water center. Only enough shovels, cups, and buckets have been put out to accomodate this small group. Grouping in the various areas can be accomplished by controlling the amount of equipment used.
26. One tire	The single tire sitting in the shade of this tree would be inviting to a youngster who felt like being slone for awhile. Outdoor centers should accomodate different size groups as do the indoor centers.
27. Children swinging	Safety is a prime factor to keep in mind in organizing an outdoor area. These swings are located away from any running area where accidents are least likely to occur.
28. Large group of children	Aside from using the outdoor area for development of motor skills and as a socializing agent, this area can also be used as an extension of the indoor centers. In this slide, children are preparing to dance and dramatize a song they just learned inside.
29. Children drawing	If fair weather permits children may be encouraged to take many indoor activities outdoors.
30. Teacher reading outdoors	Teachers may also be eager for a little change of scenery.
31. Children on merry go round	Space planning of the outdoor center is not as flexible as indoors. Much of the equipment cannot be moved once it has been situated. Therefore, careful thought must be used before the arrangements are finalized.
32. Little girl	Sometimes using an outside storage space is easier and faster. Smaller equipment should be stored in boxes so children can carry them to the appropriate center.
33. Children playing in tires	Outdoor equipment can be expensive so oftentimes other things can be used to accomplish the objective.
34. Children/teacher	Tires are easy to obtain and very versatile.
35. Children on large tire.	This large tire is safe and durable.
36. Children with large cylinder	This large cylinder offers much entertainment for outside play.
37. Girl on slide	With a well planned outdoor environment all the activities can be fun and can provide essential learning experiences.

OUTDOOR ENVIRONMENT
POST-ASSESSMENT

1. What are the two main skills which are developed by outdoor activities?

   _____ and _____

2. What are the 4 main areas in which a playground may be divided?

   1.

   2.

   3.

   4.

3. What are some additional areas that can be added to the outdoor environment.

   _____, _____, _____.

4. Why should outside activity areas be well-defined?

   _____, and _____.

5. What are some means by which outside materials maybe obtained_____,

   _____, _____.

6. List some 10 items that are needed for the outside area.

   1. _____ 6. _____

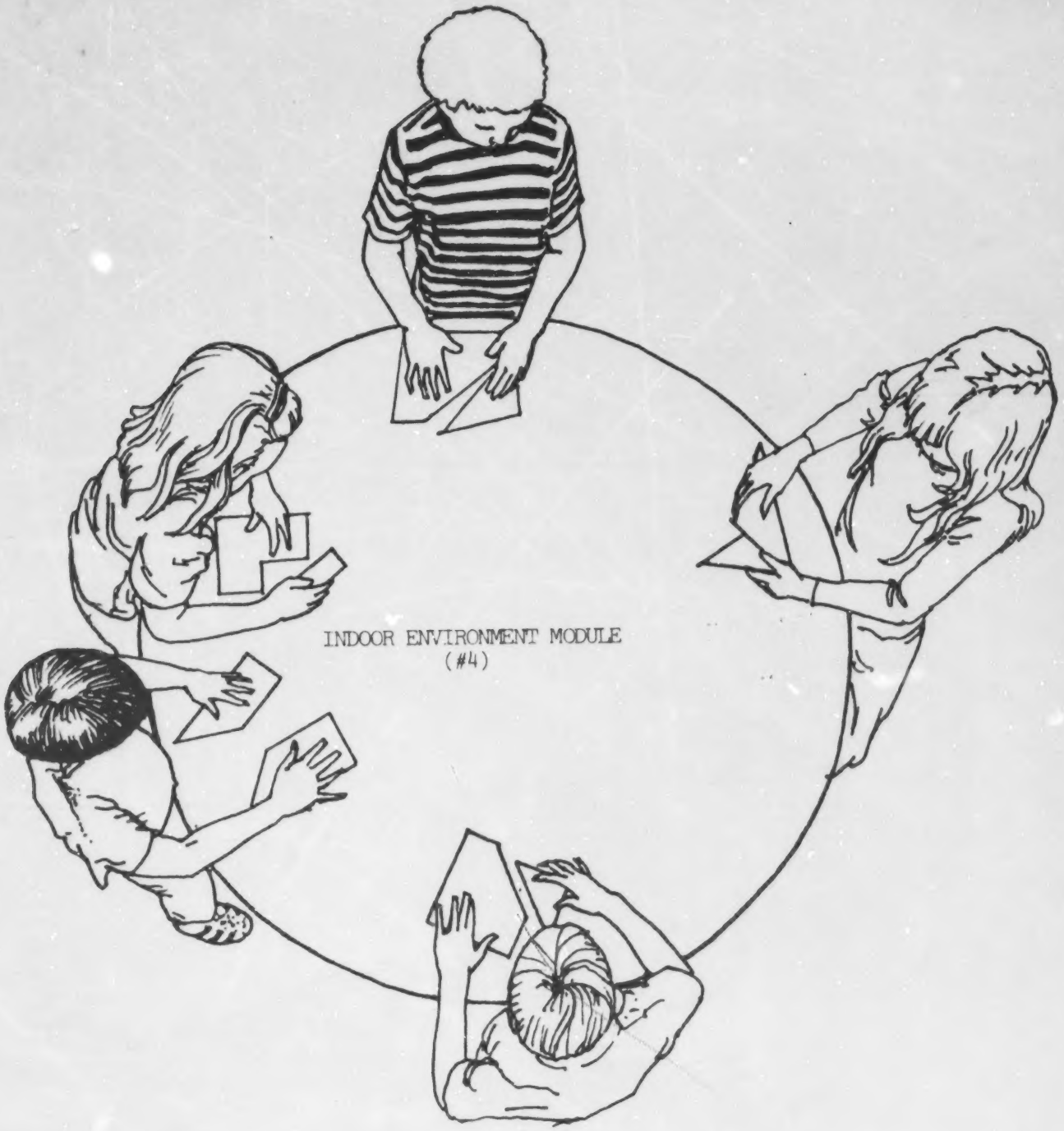
   2. _____ 7. _____

   3. _____ 8. _____

   4. _____ 9. _____

   5. _____ 10. _____

7. What is the major difference between outside traffic patterns and indoor traffic patterns.



INDOOR ENVIRONMENT MODULE
(#4)

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(INDOOR ENVIRONMENT)

1. The trainee will be able to plan an indoor environment that will conducive to learning.
2. The trainee will design a floor plan of her room that meets the needs of the children.
3. The teacher will select materials in each of the learning areas that promote learning.
4. The trainee will be able to identify the environmental needs of the children.
5. The trainee will be able to select materials and equipment according to the needs of the children.

INDOOR ENVIRONMENT
PRE-ASSESSMENT

1. Make a list of all the main centers needed in a classroom.

2. What are some things to consider while planning the room arrangement.

3. All furniture should be _____ size.

4. It's important for the room to be organized because, _____

_____

_____

_____

5. The room should include _____ and _____ areas.

6. The lighting in a room should be _____.

7. There should be different areas in the room to allow for _____ and _____group activities.

8. A room plan should be planned with these points in mind.

   1. 4.
   2. 5.
   3. 6.

9. What colors depress children?

   A. yellow

   B. dark green

   C. blue

10. The housekeeping area is ideal for what type of activities?

    A. construction

    B. role-playing

    C. drawing

11. List materials that are needed to encourage creative expression in the Art area.

MODULE

LEARNING ACTIVITIES

Competency: Setting Up and Maintaining a Safe, Healthy Learning Environment

Functional Area: Indoor Environment

Module: Indoor Environment

Skill: Identification

Activity # 1

The trainee will read the Indoor Environment Module narrative of the CDA Bilingual-Bicultural training curriculum.

Activity # 2

The trainee will view the filmstrip corresponding to the Indoor Environment Module.

CYCLE I

Diagnostic

Activity # 1

Make an observation of the room arrangement when the room is empty. Get down to the children's eye level. View the room from each center. As you make this observation look for the following points:

a) Are the traffic patterns clearly visible?
b) Are the work spaces clearly separated from the travel spaces?
c) Does the teacher have full view of the classroom?
d) Does each area have its own work space? If not, which areas must share work space? Are they compatable?
e) Have any large open spaces between the work spaces been broken up? (To prevent running and similar unacceptable indoor behavior)
f) Are the work spaces large enough to accomodate the number of children for which they are designed?

Prescriptive

Activity # 2

Using the diagnostic questions as a guide, decide where the room arrangement is weakest. Is it in the marking of traffic patterns, the work space available, invisibility? Are there any dead spaces, over crowded areas?
If the weakness is in traffic patterns, how might you make them more obvious? You may wish to tape pathways on the floor or rearrange the shelving. If the problem is visibility, how can you rearrange the furnishing to improve visibility? If you have dead space, incorporate them into existing areas or develop them into individual work space. When arranging the room keep in mind materials that are relevant to the children's culture.

Implementation

Activity # 3

Based on the diagnostic and prescriptive activity rearrange the room to meet the criteria discussed, sufficient and well marked work, storage and travel space, visibility and access to all areas, and no dead space.

Assessment

Activity # 4

Make a second observation of the classroom. This time observe the room as it is being used by the children during free play. Again answer the diagnostic questions. If they cannot all be answered positively then repeat the entire activity.

CYCLE II

Diagnostic

Activity # 1

Make an observation of the storage space in each area. Look for the following:

a) Does each item have its own place?
b) Are items that are not the same stored one on top of the other (i.e. beads on top of puzzles)?
c) Are the shelves marked in some fashion, so that the children know where an item belongs when they replace it?
d) Are the materials stored near their area of use?
e) Are the materials stored at a level that facilitates children's use and clean up?
f) Does each area have sufficient storage space?

Prescriptive

Activity # 2

Using the diagnostic questions as a guide, decide where the greatest weakness in storage is.

Is it in the amount of space available, the placement of the items within that space? Are the children unable to properly replace materials because the storage space is not marked? Are the shelves over crowded?

If more space is needed, devise alternate spaces (planks resting on cinder blocks or clindrical ice cream containers stapled together.

If the children are having difficulty replacing the materials, try tracing a silhouette or paste a picture on the shelf.

If the shelves are over crowded, rearrange them or put up some of the items for later use.

Implementation

Activity # 3

Based on the diagnostic and prescriptive activities, correct any storage difficulties you have noted. All material and equipment should have its' own storage space and the children should be able to find use and replace the same without difficulty or confusion.

Assessment

Activity # 4

Make a second observation of the storage space. This time observe the space during free play. Again answer the diagnostic questions and pay particular attention to how well the children use the space. If they cannot find, use and replace the materials without difficulty then repeat the entire sequence of the activity.

CYCLE III

Diagnostic

Activity # 1

Make an observation of the outdoor play space. What equipment is available? Is there variety in the types of activities encouraged (running, climbing, balancing, etc.)? Is there sufficient portable equipment (balls, jump ropes, bikes and trikes, sandbox toys, etc.)? Does each activity have sufficient space or do some activities interfer with each other? Can the children make out and replace the portable equipment with ease?

Prescriptive

Activity # 2

Using the diagnostic questions (#3) as guide, decide on the are of the outdoor environment that needs the most improvement. Is it in the variety of fixed equipment, portable equipment? Does the arrangement need improvement? Can it be improved without moving the fixed equipment? Is the storage space adequate and easily used by the children?

Implementation

Activity # 3

Based on the decision reached in prescriptive activity # 2, correct or adjust problems in the outdoor environment. If the adjustment involves materials, fixed or portable, consider using free or junk materials such as tires and drainage pipes on old telephones poles.

Assessment

Activity # 4

Make a second observation of the outdoor play space. Have the changes you made changed the nature of the play? Has the variety of activity increased? Is there less interference between activities? Are the children making better use of the materials? If there has been no change re-evaluate this area from diagnostic # 1 thru Assessment #4 in Cycle III.

MODULE

NARRATIVE

MODULE NARRATIVE
OUTLINE
(INDOOR ENVIRONMENT)

I. Introduction

   A. Planning an environment for children

   B. Environment Planning

II. Indoor Environment

   A. Interest centers

   B. Materials to be gathered or purchased

III. Arrangement of furniture and equipment

   A. Work space

   B. Traffic Patterns

INTRODUCTION

Webster has defined environment as "All the conditions, circumstances, and influences surrounding and affecting the development of all living things." In carefully planning, designing and constructing pre-school facilities, certain aspects (areas) of the environment remain foremost in consideration. This competency will deal almost exclusively (entirely) with one segment (part), this being surrounding conditions and influences the (Physical setting) in which the program takes place. The remainder of the areas affecting the entire scope of the program must be kept in mind. These areas are the children, teacher other adults and their interaction within the program. Each area is important and is interdependent upon the other two.

The Physical Setting which we will be referring to includes the interior, (inside) and exterior (outside) spaces, the equipment and supplies which make these spaces responsive to the children.

The Physical Setting is very important in a bilingual-bicultural classroom because it helps the child feel comfortable in that setting. The physical environment plays an important part in establishing a proper psychological environment. The physical environment in the classroom must relate as much as possible to the life style of the child in order to provide an adequate stimulus for learning.

A physical setting thoughtfully designed for pre-school education, provides psychological and physical dimensions, directions, stimulation, and protection. The learning process is enhanced by many factors, including the doors, walls, floor surfaces, room arrangement and overall interior and exterior design.

The total design can be diversified in a variety of ways to produce the specific effects that one wishes to achieve. It can provide a "sense of privacy"

or a "sense of community." It can be stimulating or relaxing. Most important is the versatility with which one mploys these different effects serving to encourage the same characteristics in the children and adults who are exposed to them. One must consider of all, what it is that he wants to accomplish and what design variations are most likely to produce the desired effects.

The pre-school age child has little control over his environment, unlike the mature adult, yet he must live with it everyday. We as teachers and educators of the young are faced with the ever challenging task of providing adequate environmental stimulation to promote his social, emotional, physical, and intellectual growth. For this reason alone we must continue to be aware of all of the young child's present needs, and of changes which we must adapt to in order to accomodate his changing needs.

The environment in which the child grows and to which he is constantly exposed contributes an important element in teaching the young. Children need to have a full range of experiences with stimulation for the senses. All of the child's senses; sight, hearing, smell, taste, touch, and kinesthestic sense become the backbone for immediate expression, manifesting themselves in creative art, dramatic play and a host of other quiet and active exhibitions.

The preschool equipment should represent a broad spectrum of real life artifacts of the social environment. They should be essential replicas of vehicles, furniture, and other accessories with which he has daily contact including the home environment.

This will enable the child to think directly about real life objects with a minumum of abstraction. Everything for the arrangement of the room to the use of the available material, should represent reality to the child. The overall atmosphere must bring facets of the child's home life, his community, in short, his world into focus for him.

Planning An Environment For Children

Before beginning a discussion of the environment it is necessary to consider the childs basic spatial needs.

In planning for children physical health and safety we must consider some basic spatial needs that are inherent in young children. Such as; defined space, flow of traffic and degrees of socialization.

Children require a great deal of freedom of movement within a well-defined space. If the space they are to occupy is too restrictive, they will become frustrated resulting in behavioral problems. They may become aggressive, restless, noisy or quarrlesome.

In a space that is not well defined the children may have difficulty understanding the behaviors expected of them within that space. Each activity has certain inherent spatial requirements; block play requires a larger area than stringing beads. The planner must carefully consider the spatial requirements of each activity area and arrange the environment accordingly. (A detailed discussion of these areas follows). A well-defined space is one in which the children can easily see the boundaries and those boundaries are appropriate.

Traffic patterns refer to the movement of the children around the classroom as they go from one activity area to another. The teacher plans for these patterns as she arranges the furniture and equipment. She also expalains to the children the acceptable methods of travel (walking, around not over or through other areas or furniture). The children will then be able to move about freely with a minumum of disturbance of other activity in progress. In addition to planning for the flow of traffic the teacher must consider the nearness of the area to fixed equipment and/or supplies. If a sink is availble within the classroom the art area should be close by. Entrances to the classroom must also be considered as well as window placement and display space.

Times of solitude are as important to children as they are to adults. The classroom must be arranged to vary the degree of socialization available. Areas for large group activity (up to 10 children), smaller group interaction (3 to 5 children) and areas of solitude need to be arranged. As much planning goes into proper room arrangement as goes into planning the daily activities. In carefully planned room arrangements many difficulties between the children, their teachers and their environment can be prevented, making life in the classroom a pleasant experience.

Environmental Planning

In arranging the classroom to meet children's needs there are several other areas still to be discussed. Among them, the nearness of noisy flexibility and importance of re-arrangement. Noisy and quiet activities need to be placed as far away from each other as the room allows. This will minimize the interference of noise or quiet areas (such as: block, role play, book, lesson, science) and maximize the sense of solitude in these areas. Areas of conversational level talking, such as the art area, are usually used as transition zones between the noisy area (housekeeping or blocks) and the quieter library area.

The teacher may also wish to plan for a more formal small group instruction area for teacher directed activity if the space allows. The children could readily see the differences between this area and the informal centers where they participate in independent activities.

In arranging her classroom the teacher must also plan to maximize her visibility with a minimal amount of movement. To the greatest extent possible the teacher needs to be able to see all areas of the room at a glance from almost any part of the room. Of course this is not entirely possible in every case, but through careful planning a minimal need for movement can be achieved while still allowing maximum visibility. Dividers whether they be bookshelves storage units or portable screens should be not taller than the children or if taller possible

set against a wall rather than used in the middle of a room. In a center that has many rooms, carefully placed mirrors may reflect activity not being directly supervized. Remember that proper supervision is necessary for good safety, and good planning is a key to proper supervision.

A final aspect to consider in room arrangement is the need for flexibility and the importance of all arrangement. Flexibility of space is as important as flexibility in planning. Remember that there will be times when the entire group needs to sit down together (to see a special movie for example) or times when outside play is not possible and large muscle activities need to be engaged inside. Dancing and marching also generally require more space than available in the ordinary (daily) room arrangement. Thus a fairly large area (depending on the number of children) must be easily clearable for such activities. At time the children may fall into activity patterns in which they engage in the same activity over a period of time (month or more) without expansion. They are trapped in this behavior and the teacher must plan ways in which the children can find their way to a higher level of learning activities.

Care must be taken not to rearrange to often because children feel secure from familiar surrounding. When possible the teacher should include the children in the planning of the new arrangement and allow them to assist in the actual moving.

As the room plan is rearranged keep in mind the points discussed:

1) children need a well-defined space
2) traffic patterns must be clearly defined
3) some areas need to be close to fixed furnishings
4) plan for variety in social grouping
5) noisy and quiet area should be separated
6) if necessary and possible a formal teaching area may be planned

7) flexible arrangement are more need fulfilling

Primary among the other factor in environmental planning is the careful use of color.

Color has emotional value. Warm colors, red, orange, yellow, encourage more active behavior and explorations. A red wagon is much more inviting than a pastel green one. A bright sunny yellow corner invites interaction. Cool colors blue and green have a calming effect and are most suitable for quiet areas, the library or nap room. Very dark colors tend to depress and should be sparingly used, if at all.

Lighting, natural and artificial, must also be considered. Because each classroom will vary in the amount of sunlight and artificial light used, it is impossible to give usage standards. However, each area of the classroom should be well lighted; bulbs and lamps should be kept in good working order.

The temperature and circulation of air must also be considered. Rooms must be cooled in hot weather and heated in cold. Remember that the body heat of the children will effect the temperature of the room. A room that feels cool when empty may be quite warm when filled with moving bodies. Children can not function well if they are too cold or too warm. Here again each individual room will vary, but a temperature of between 68-72 is generally about right.

If possible the classroom should be aired daily. Air the room while the children are in attendence if the weather is pleasent. In bad weather air the room before they arrive and after they go home. A room that smells pleasent and fresh is more inviting than a stale room.

INDOOR ENVIRONMENT

Being aware of the needs of the children the teacher is now ready to consider the selection and arrangement of the function areas of the classroom. The functional areas are those areas in which the children will work either independently or in teacher-directed activities.

Interest Centers

The Interest Center approach is the most common type of arrangement used in the pre-school classroom. In this approach the most common activities of interest to the children are broken up into areas or centers:

1) Housekeeping Center
2) Construction (or block) Center
3) Library (Book) Center
4) Art Center
5) Science Center
6) Manipulation Center
7) Supplemental Centers such as:
   - Math Center
   - Writing Center
   - Music Center
   - Sand & Water Center
   - Film &/Language Master Center (Listening)

Before discussing the arrangement of each center in the classroom, let us discuss each center individually.

The Housekeeping Center is an area that invites dramatic and role playing activities. It is here that the children can put on the clothing and manners of another person; fireman, mother, father, policeman, doctor, nurse, baby, or who ever.

Thorough such make believe play children sort out their feelings about the world in which they live. Here they are in total control of the situation instead of being controlled by it. Here the children assume adult roles and actions. The teacher in observing these activities gains insight into the childs' perception (the way he sees himself) of his self and his role within the family.

The housekeeping center should contain items that relate to and are found in the child's own home. In other words items that reflect the child's culture. It is important that the child's home life, (Father's role, mother's, brothers' and sisters' role along with the child rearing practices and the home situation) be reinforced especially through the role-playing center.

In role playing activities children begin to sort out their sex role and develop behaviors appropriate to that role.

Role playing also offers a wealth of opportunities for language development. Children will learn new languange patterns from one another and practice those patterns they have heard from adults.

By the introduction of new materials (food items, real or plastic, hats, baskets, etc.) the teacher can stimulate the children to expand their horizons.

Basic to the Housekeeping Center is a stove, refreigerator and sink. In addition it should contain dishes, pots, pans, silverware, items of clothing (adults and childs) baby dolls (and cothing), shoes (old high heels and men's shoes etc.) and a table and chairs. The inventive teacher will think of many more items suitable for the Housekeeping Center.

The construction Center is another high interest Center. Here the children create and imagine through the use of wooden blocks and assessories. They become engineers building roads to far away places or cattle ranchers building corrals for their herds. They build houses, churches, school, airports and other buildings and structures. Here also, the role-playing of the home related situation is important.

Here too, is a wealth of language experience as well as problem solving (how high can we make it; how should we build it) and mathematical thought (it takes two of this construction size to make one of that size) and cooperative effort. The center also offers role playing opportunities.

The well equiped construction Center begins with blocks good, hardwood, unpainted blocks. Buy the best, its worth the investrent. Then add wooden cars, trucks, airplanes, boats, animals (wood or rubber), people (wood or rubber), Tinker toys, Lincoln Logs, plumbing pipes (plastic or metal) and whatever other creative materials you can find. (Remember a rug, falling blocks are very noisy).

The next center is the Library Center. Here books are attractively displayed to encourage exploration. This is a cosy center that invites the child to choose a book curl up and enjoy it. Although it is a quiet area, the children should feel free to discuss their books in conversational tones. Books should be displayed individually with their faces exposed and displays should be changed regularly to compliment the unit and/or the childrens' current interests and home life. Books and a book rack or display table or course, are the prime ingredients in the Library Center. Books, magazine, and other materials found in this area should reinforce both languanges and cultures of the children as well as other cultures. Other equipment might include, small area rugs, pillows, a child size easy chair or rocker and a reading lamp.

Another useful piece of equipment is a tape recorder and head sets. Stories can be taped by the teacher and the children using the illustrations as a guide can follow along. Thus the children begin to acquire knowledge or concepts about how reading works.

The Art Center is an area for creative self-expression through art media, sometimes traditional sometimes not (styrofoam or sawdust). This area also stimulates language development as children discuss their projects among themselves. These can be problem solving, and discovery of scientific phenomenom (red and blue

make purple). Like the Library Center it is an area of quiet activity.

Various art processes and methods of expressions should be taught in this center that are reflective of the children's culture, both of the past and of the present. The contributions of the child's culture can be easily taught through art. This is important to the child's self-esteem.

The equipment for an Art Center comes readily to mind; easels, tables, paint, brushes, crayons, clay and paper. There are many other materials, especially junk materials that should be included. A more complete list is provided at the end of this unit.

A Sand and Water Play Center (especially if not available outside) with Sand-table, buckets, scoops, bottles, cups and sifters.

And if space is available, you may want to include a listening station (cassetts, ear phones, filmstrips, etc.)

As is frequently the case, the teacher may be severly restricted by the amount of space avaiable to her. Under these conditions several centers may be combined. The science and manipulative areas can be combined without much difficulty and the math center materials added to them. The writing center takes little space and may be incorporated into the library area as may the music center if headsets are used.

However the interest centers are planned the key word is interest. The materials and activities available in each center must be suitable to the interests and abilities of the children they are to serve.

In using the interest center approach to planning the teacher must also give thought to the number of children who will be able to use the center at the same time. Remember that children need a variety of social spaces, areas for large groups, samll groups and single individuals or couples. Certain areas lend themselves to certain grouping. The Housekeeping and construction centers are usually areas of large group interaction. The type of play engaged in these centers is generally cooperative and highly social. The Manipulative and Art centers are

areas of small group interaction. Even when working on an individual project there is a high degree of social exchange. This socialization does not interfere with the activity at hand, but adds a new dimension to it. The Library Center is, on the other hand, an area where whispers and silence are to be found. Although several children may use the area at a time the activity lends itself to solitude.

Areas of solitude can also be achieved by the use of desk size, surfaces set away from noisy activities. To such an isolated space the child may bring his activity and work alone or with one friend. If this area is arranged so the child's back is to the rest of the room the effect of solitude is increased.

The Science Center is an area where the children explore scientific happenings in the world around them. In this area are displayed plants, leaves, shell collections, rock collections, insects and other natural materials. In this center the children actively engage in their own experiences, planting seeds, hatching eggs, making electrical currents turning on lights, bells and batteries.

In the Science Center, the types of activities you provide for the children are very important. Some children might be skillful in deductive reasoning activities while as other children might feel comfortable in activities utilizing inductive reasoning (discovery approach).

Materials To Be Gathered Or Purchased

HOUSEKEEPING CENTER

Purchase

wooden stove
wooden sink
wooden refrigerator
wooden doll bed (large enough to hold the child)
table & chair
free standing, steel mirror
wooden ironing board
wooden iron
wooden toaster
"molcajete"
rolling pin & board (for tortillas)
basket (for tortillas)
tortillera
grill
cast iron pots & pans (child size)
mexican vases

child size dishes (not glass) platic or metal
child size pots and pans
child size silverware
child size kitchen utinsels

Adult size would do as well if can be donated. Other wise buy child size.

dolls in assorted sizes and colors (these can also be gathered)
plastic food
telephones (at least two)

Gather

Old clothes-men's and women's
old shoes and boots-men's and women's
purses, wallets, check book covers
doll clothes
blankets and sheets for doll beds
hats and caps-men's and women's
jewelry
ties and scarfs
belt's
lengths of cloth for creating costumes
throw pillows
clean empty food boxes (cereal boxes, salt containers, jello boxes, etc.)
egg cartons
plastic bottle (soap, starch syrup, etc.)
small throw rugs or carpet samples
table cloths and napkins
lipstic tubes, compacts, perfume bottles
hair curlers

CONSTRUCTION CENTER

Purchase

hardwood blocks-Kindergarden set
wooden vehicles in various sizes
rubber or plastic animals
rubber or plastic people
Tinker Toy
Lincoln Logs
Lego Bricks
Area Rug (Indoor-outdoor is best-not shag or deep pile)

Gather

pipes and joints, (plastic or metal, the type plumbers use)
tile samples
small (4x4) carpet squares
plastic tubing

LIBRARY CENTER

Purchase

books: include a variety of picture, few words and several sentence types. Use the child interests in choosing subject matter. Also include books with accompaning records or tapes.
childsize rocker or easy chair
record player and head sets
tape recorder and head sets

Gather

throw pillows
individual size rugs or carpet samples
floor lamp

ART CENTER

Purchase

easels; two are usually sufficient
paint: powder tempera, watercolor cakes
brushes: in sizes from ½" to 1", flat for roller tempra round for water color
paper: newsprint
manilla
construction
tissue
gummed
hi gloss
velour

buy the largest size that can be stored. The size given the children can then vary to suit the project.

butcher paper rolls
tagboard

wheat paste (dry)
glue: gallon size elmers type
glitter
tape: scotch and masking
clay: pottery and modeling
crayons: primary size
pipe cleaners
colored chalk
popsicle sticks
scissors: right and left handed
brass paper fasteners
hole puncher
rubber bands
stapler and staples
felt tipped markers: washable ink
table type plastic cloth for clay work
plaster of paris

Gather

yarn
scraps of fabric
styrofoam packing medium
old magazines and catalogues
sponges-cut up for making prints whole for cleaning up
egg cartons
styrofoam meat trays
wall paper sample books
old ribbon and wrapping paper
old christmas cards
aluminum pans, muffin tins, tv trays, etc.
sawdust
sea shells
dry beans, seeds, rice, macaroni
colored sand
cotton balls
shirts or aprons for painting
clothes pins
old toothbrushes
pieces of screening
nuts, washers, springs and other hardware

SCIENCE CENTER

Purchase

aquarium with pump, filter and light
cages from small animals
egg incubator
various size and strength magnifying glasses
prisms

Magnets in various sized, shapes and strengths
batteries-9 volt and flashlight
flash light bulbs
copper or aluminum wiring (insulated, sometimes can be gathered)
battery operated motors
buzzers
simple machines: pulleys, levers, gears, inclined planes
small screwdrivers
stethoscope

Gather

seeds
potting soil
pots, plastic clay or coated card board
platic food wrap
collections; rock, shell, feather, insect, etc.
small mirrors
plants

MANIPULATIVE CENTER

Purchase

large and small beads with string
pegs and pegboards
puzzles: vary in difficulty, subject matter and type (frame and frameless)
lotto games
card games
board games
3 dimensional geometric forms
parquetry and patterns
inch cubes (colored) and patterns
stencils
lacing cards
wooden rubber letter, upper and lower case
wooden or rubber numbers
stacking blocks or rings
attribute blocks
Feel and Match-textures and lengths
sequence puzzles
sequence cards
dominoes

Gather

nuts and bolts
buttons
bottle caps
(Many of the items; lottos, cardgames, lacing card, etc. can be home made following catalog descriptions).

SUPPLEMENTAL CENTERS

Math Center

Purchase

ditto-type paper
primary pencils
wooden or rubber numbers
fit a number puzzle
counting frame
balance scale
clock faces with movable hands
caliper of various types
cuisenair rods
number puzzles

Gather

materials to count and sort (buttons, painted beans, nails, bottle caps, etc.)
materials to weigh (nails, beans, rice, etc.)
yard sticks
heavy string various lengths for measuring

Writing Center

Purchase

lined primary paper
primary pencils
wooden or rubber letters
letter patterns stencils or guides
felt tipped markers (water color)

Music Center

Purchase

Rhythm Band instruments
auto harp
tape recorder and headsets — can share with library
record player and headsets
children records
maracas
bongo drums
guitar
castanets
marimba

Gather

Oatmeal or cornmeal type cardboard
cylinders
large pieces of inner tubes

rubber bands
cigar boxes
bottle caps with holes though centers
string
¼ or ½ elastic in various lenghts

all for construction of own instruments

Sand and Water Center

Purchase

Sand and Water table
Aluminum sifter
funnels
Measuring Cups (plastic or metal)
sponges
siphon
scoops
tubing and connects
manual pump
jello type molds

Gather

plastic bottles and containers
tv tray and other aluminum pans
old spoons, kitchen utensiles, colanders, etc.

Additional materials

Purchase

film projectors (strip and movie)
Language Masters and blank cards

ARRANGEMENT OF FURNITURE AND EQUIPMENT

The discussion so far has dealt with the spatial needs of the children and with the centers to be used in the classroom environment.

There is another factor to be considered before the teacher actually arranges the furniture and equipment in the classroom environment. This is the type of space each center will need. Basically there are four types of space; 1) work space 2) display space 3) storage space and 4) travel space for pathways such as the science center require all four types of space. The manipulative center ordinarily only requires three work storage space, and travel space.

Work space

Work space is the area in which the activity will be pursued, table and floor areas. Display space includes walls, bulletin boards, portable screens and the backs of storage units. As the name implys display space is used to display materials of interest. These may be in the form of art work, photographs science displays on similar materials. Some displays such as rock collections and aquariums, will require the use of table tops. The purpose of storage space is evident. Remember to plan for cubbies or locker where the children can store personal possessions an area for coats and a cabinet or storage room for materials that are not for present use.

As already discussed each interest center will be planned to accomodate a specific number of children. The work space must complement this plan. If the art center is designed for four children then there must be sufficient work space for four children. The space must be large enough for each child to work in and move around without unnecessary interference from the other children in the center.

Display space should be primarily used by the children to display their own work. As such, it must be of a height suitable for children's use. The backs of shelves and bookcases can be used as display space in the center

adjacent to them. In the science center some of the display space and work space can be incorporated. Display space need not be limited to walls and shelf backs lengths of materials stretched across doweling can be hung from some celing. Small portable screens also make effective display space. The use of such materials allows for greater flexibility in planning arranging the classroom.

The storage units used by the children must also be child size. The children must be able to remove and replace equipment and materials with ease. If not one of several behaviors will result, either the children will not use the material at all, they will not replace the materials properly when finished or they will not replace it at all. None of these behaviors are desirable. It is the teachers' responsibility, through careful planning, to see they do not occur.

Traffic Patterns

The need for recognizable traffic patterns or travel space has been discussed. Achievement of recognizable patterns can be reached in several ways. The most obvious way indicating a pathway is blocked is to put a wall in the middle of it. This is the effect obtained when a center is enclosed on three sides shelves and/or a solid wall. Area rugs that contrast with the flooring can also be used to indicate a division between work and travel space. Paint can be used in the same fashion as a rug. A large painted area can indicate a workspace. Paint can also be used to define the travel space or pathways. Paint is, however the least flexible method of those discussed and should be used sparingly. Results similar to those achieved with paint can be obtained by using colored tape. Tape can easily be removed and is therefore more flexible than paint.

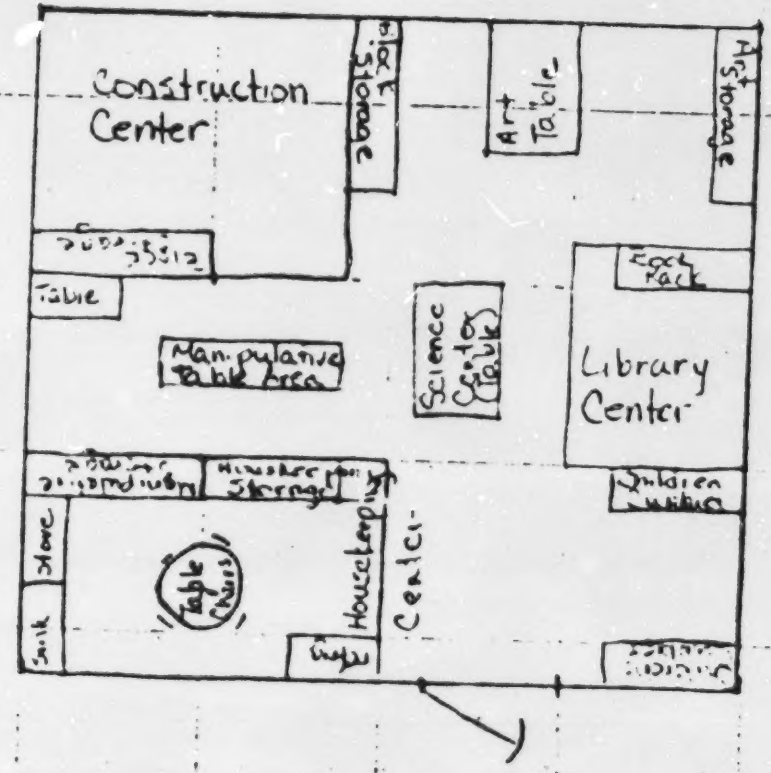
Lower shelves or planks set on cinder blocks can be used in the middle areas of the classroom where taller units would obstruct the teachers' view and lead

to difficulties in proper supervision.

As already mentioned storage units need to be child size. Each center requires its own storage units. In order to promote good work habits every material and piece of equipment must have its own storage space. This space must be clearly indicated. Tape or paint may be applied to shelves to divide the storage space. An outline or sihouette of each block drawn on the shelves is especially helpful in keeping the blocks stored neatly.

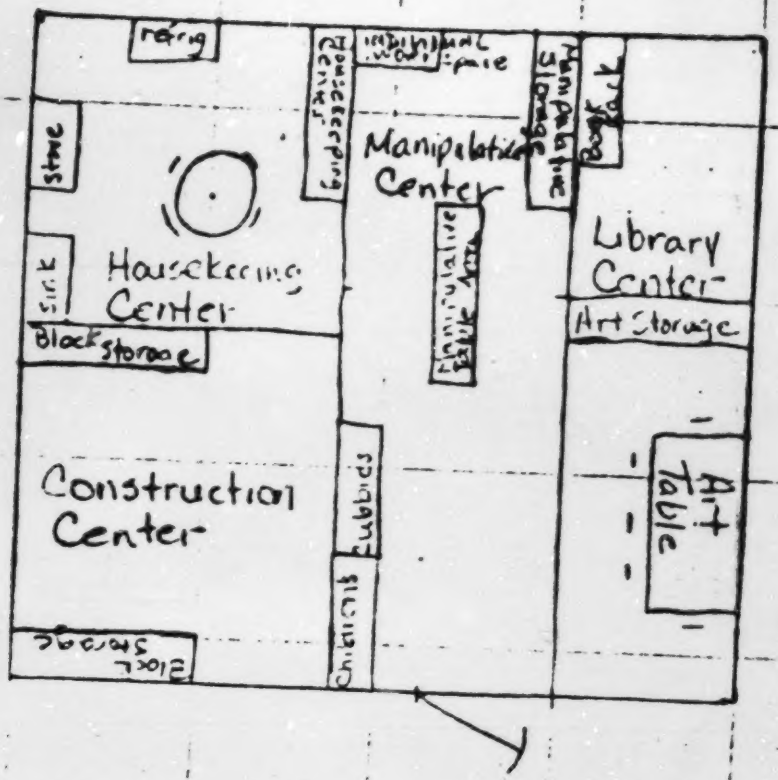
Other materials and their corresponding storage space can be color coded or marked with pictures or symbols. There is an old saying, "A place for everything and everything is in its place," this is the philosophy that should be applied to the storage of materials in the Kindergarten.

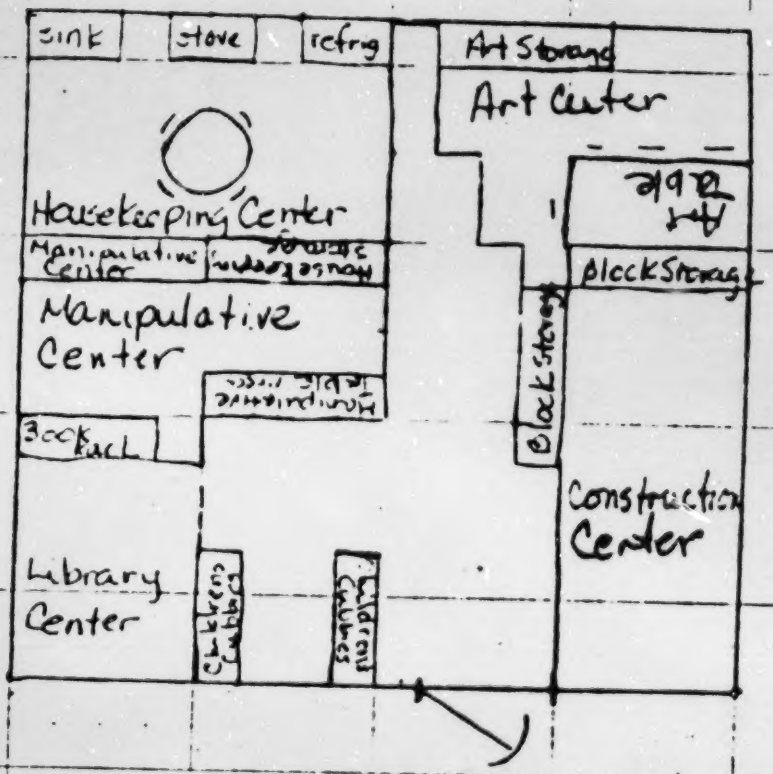
In conclusion when the teacher has designed and arranged her centers stored her materials and indicated the acceptable pathway, she must kneel down and view the room from the child's eye level. In this fashion the teacher can see if, indeed, the children will be able to understand the organization of the room or if changes are necessary. This checking must be done from each center to be certain that all areas conform to the desired standard.



scale = 1/4" = 1'

The dimensions of this room are 15' x 16'. A room this size is not really suitable for a preschool classroom. When forced by circumstance to deal with such a room the teacher must do the best she can. This may mean combining some interest centers and having fewer individual work spaces.


rug
sink
Housekeeping Center
Block storage
Manipulative Center
Library Center
Art Storage
Art Table
Construction Center
Block Storage
Scale: 1/4" = 1'


sink
stove
refrg
Art Storage
Art Center
Housekeeping Center
Manipulative Center
Block Storage
Manipulative Center
Block Storage
Construction Center
Library Center

Scale: ¼" = 1'

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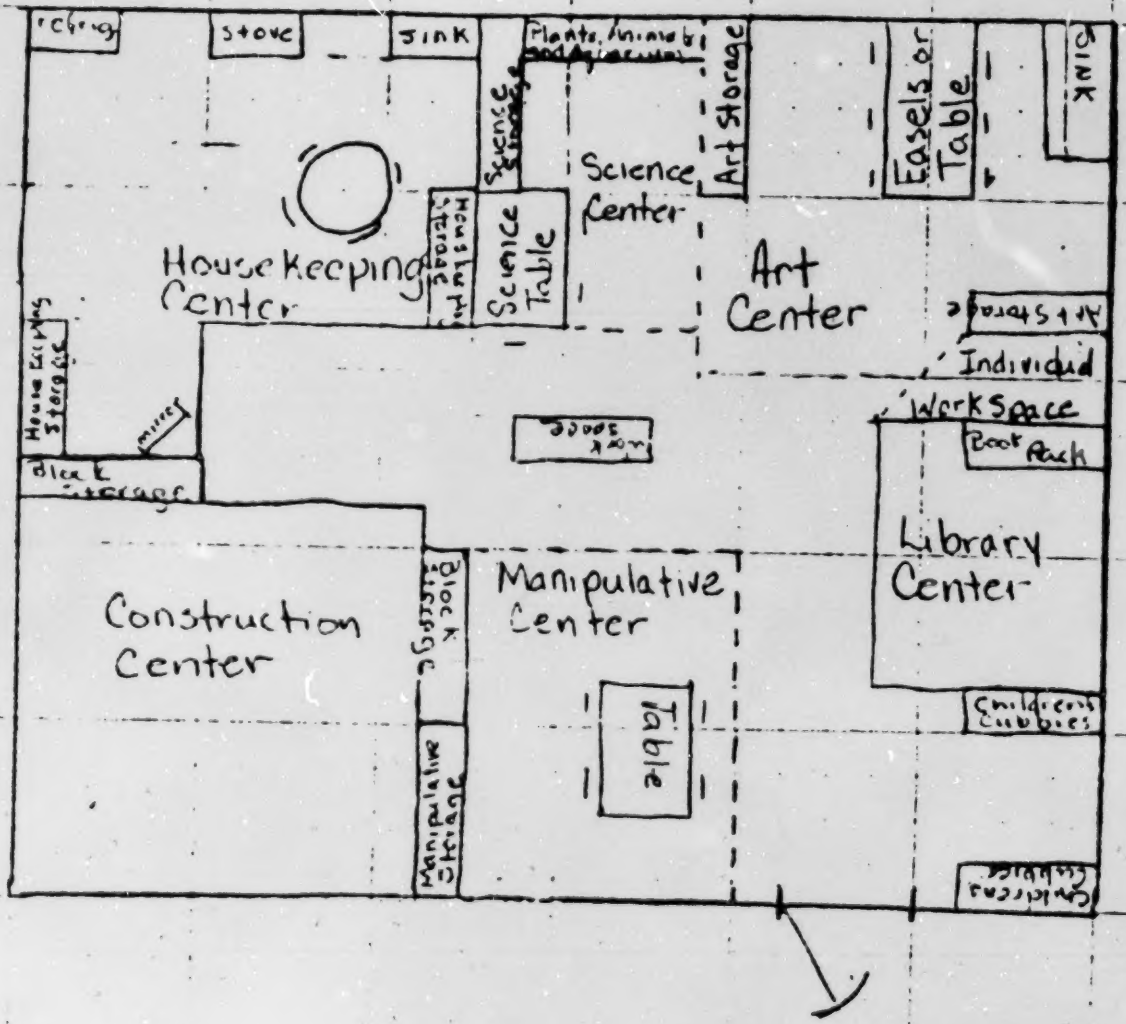
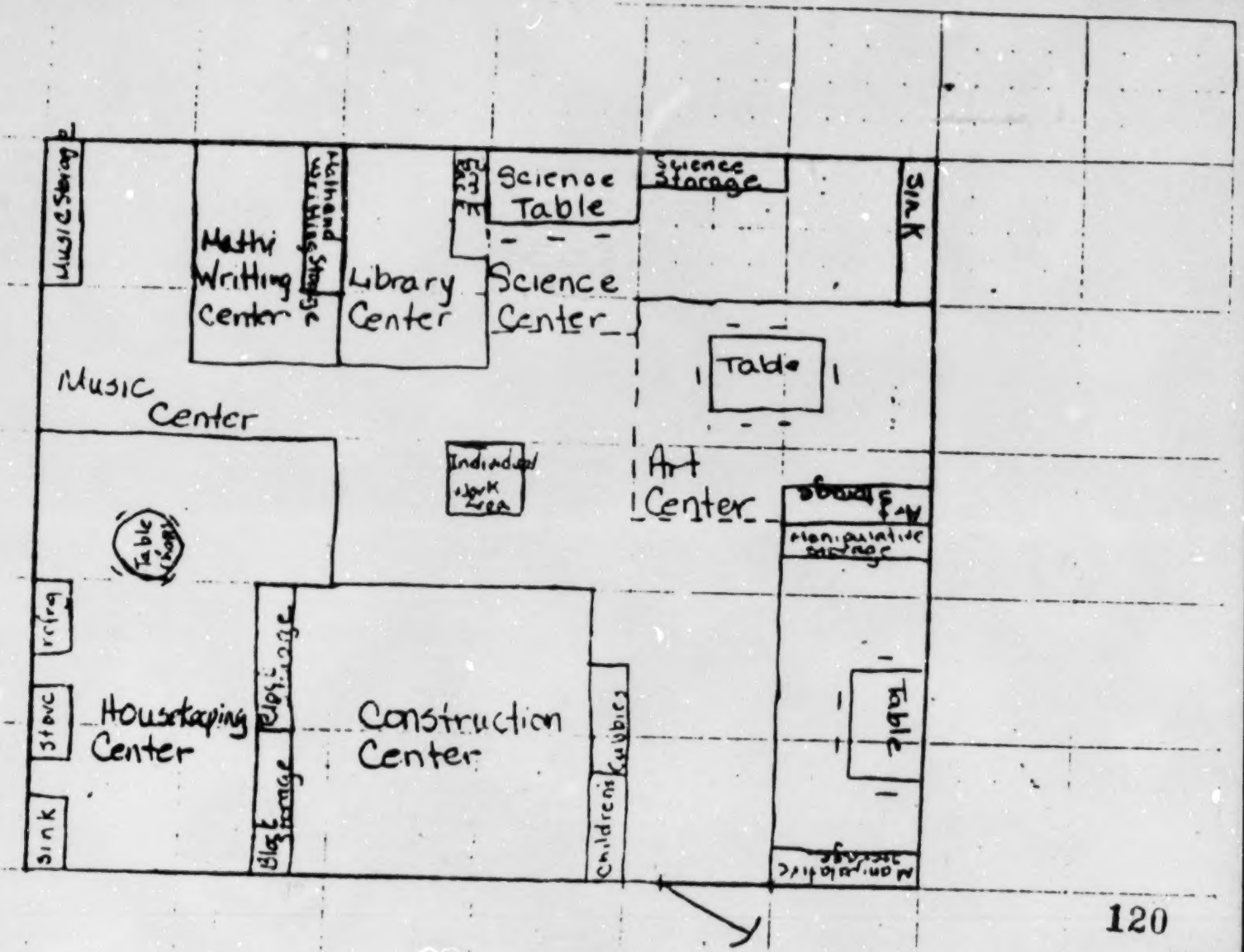

Housekeeping Center
Science Center
Art Center
Library Center
Construction Center
Manipulative Center
Science Table
Art Storage
Easels or Table
Sink
Stove
Refrig
Individual Workspace
Book Rack
Table
Block Storage
Manipulative Storage
Children's Cubbies
Scale: 1/4" = 1'

117

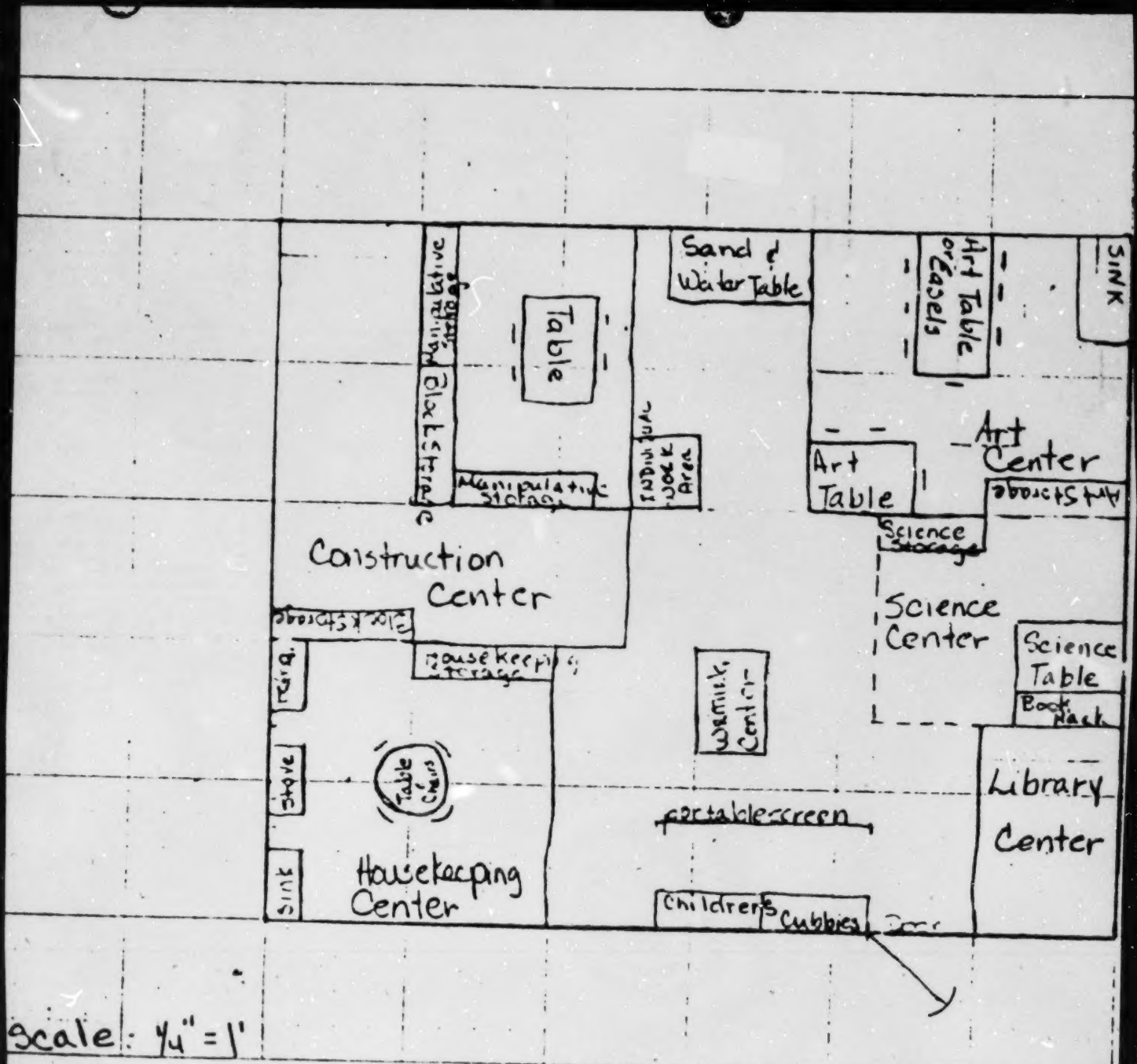
118



119

120

Scale: 1/4" = 1'


Sand & Water Table
Art Table or Easels
SINK
Table
Manipulative Storage
Block Storage
Manipulative Storage
Individual Work Area
Art Center
Art Table
Art Storage
Science Storage
Construction Center
Block Storage
Housekeeping Storage
Rug
Science Center
Science Table
Bookrack
Water Center
Store
Table & Chairs
Sink
Housekeeping Center
Library Center
Portable screen
Children's Cubbies
Door
scale: 1/4" = 1'

FILMSTRIP SCRIPT

INDOOR ENVIRONMENT

MODULE #4

VISUALS	NARRATIVES
1. Focus Frame	
2. Texas A&I Frame	Texas A&I University, Child Development Training Materials presents
3. Title	Indoor Environment Module #4
4. Teacher with students	Though environment takes into account all of the influences and circumstances surrounding the chil for example teacher-pupil interaction and pupil-pupil interaction this module will deal with only the physical setting. Only one aspect of the physical setting will be considere that of the classroom.
5. Shot of block area	This attractive classroom is appealing to the eye but much more than good taste and decorating has gone into its planning. This room has been thoughtfully planned from many important perspectives always with the education and comfort of the preschool child in mind.
6. Shot of Science area	The scope of this module will be to analyze specifically in what manner this setting is an ideal preschool classroom. Items considered will be interior space, equipment, supplies and arrangement of furniture.
7. Shot of housekeeping area	The physical environment of a preschool child is of utmost importance. It can stimulate a child to explore his world or it can inhibit him, thereby limiting his learning experiences. Physical surroundings then must be thoughtfully planned for maximun responsiveness to the child.
8. Children at a center	A well-designed physical environment provides: psychological, and physical dimensions. It also gives directions, stimulation and offers protection.
9. Teacher with students	What then are the factors that must be considere in planning an efficient and stimulating environment for children? Versatility in design should be a major consideration in planning the classroom setting. Children should have options from which to select.

10. Scene of large group dancing	A "sense of community" may be provided by an open area such as the one these children are using where dances, movies, games, role-playing and other class activities can be experienced.
11. Children in block area	This small group engaged in block building needs an area different from the larger group.
12. Little girl in library area	This little girl who sought quiet and solitude to enjoy her storybook has found a "sense of privacy" in the library corner.
13. Children at manipulative center	Some children like an active busy environment while others require more peace and quiet. A well planned classroom should be versatile enough to allow individual differences and moods.
14. Children in block area	Children need a well defined space. Freedom of movement is necessary. The size of an area must be appropriate for the activity at hand. Attempting to use building blocks in an area too small could result in frustrated noisy children.
15. Boundary marked by shelf	Boundaries such as these shelfs can be used to divide the room into areas. Rugs, dividers, tables, and desks can also be used.
16. Activity area with a sign/ picture telling what the area is.	Activity areas should be designated by appropriate pictures and signs. Children should be instructed as to what behaviors are appropriate within each space.
17. Teacher children.	Traffic patterns must be readily defined. Traffic patterns are the movements of the children as they go from one activity area to another. Furniture and equipment must be arranged to allow children access to all areas with minimal disturbance. Discussing, demonstrating, and practicing is usually required to insure correct movement.
18. Sink	Some areas need to be close to fixed furnishings. The art table can conveniently be placed next to the sink.
19. Manipulative center	This manipulative area requires a large shelf to hold all the materials.

20. Kids looking at a book	Noisy and quiet areas need to be separated. These children are having difficulty concentrating on a storybook because of the distracting noise in the game center. A more quiet center such as the art area could be placed in between to act as a buffer.
21. Divider	Flexible arrangements are more fulfilling. Because space is limited not all size areas can be available at the same time. This divider can be removed when a large area is desired.
22. Houskeeping center	The teacher should be able to see everyone at all times with very minimal amount of movement. Safety in the classroom requires proper supervision. Children should always be easy to see.
23. Bulletin Board	Color should be used to its maximum advantage. Warm colors encourage active behavior and cool colors have a calming effect. Bright colors catch a child's attention.
24. Teacher/child next to open window	Temperature should be maintained at a comfortable setting. Classrooms should be aired daily. Stale rooms are not very inviting.
25. Houskeeping Center	The most common arrangement in preschool classrooms is the interest center. In the housekeeping center children can role play and be in total control of their situation. Material such as household items, furniture and dress-up clothes should reflect their own homes and cultures.
26. Teacher/children	New materials should be introduced and demonstrated periodically to stimulate the children and expand their experiences.
27. Children in block area	A creative center that also promotes role-playing and language experiences as well as mathematical thought, and problem solving is the construction area. These engineers are busy building.
28. Children in block area	Blocks, trucks, cars, boats, animals, tinker toys and other creative materials are appropriate for this center.
29. Library area	In the library center, books are displayed attractively to encourage exploration. The books, magazines and other materials should reflect the students cultures and languages.

30. Library center

A library can also include a nice chair, pillows and rugs. This invites children to relax and enjoy a book.

31. Children fingerpainting.

An art area easily attracts children. Creative self-expression has these children engrossed in a project. Here again the art processes and methods should reflect the children's culture both past and present.

32. Children painting cascarones

Painting cascarones for the Easter holiday is a reinforcement of these children's culture and an exciting enrichment for others.

33. Display of children's work

Displaying childrens work enhances self-concept. All can enjoy each others work. Art work should be displayed regularly.

34. Girl pouring water.

A water center encourages exploration with forms, weights, and size. Sand also helps in the same manner.

35. Teacher at teacher station

A formal teacher station will help the children to gear themselves for listening and other more formal learning activities.

36. Girl looking a shell

Since space is limited this science and library center have been combined. Combining centers can solve may space problems.

37. Manipulative shelf

Materials and equipment must be appropriate for the children's interests and abilities. Attractive and orderly display encourages usage. Too many materials may confuse and overwhelm younger children. New material should be introduced and demonstrated before being placed on the shelf.

38. List

Before furniture and equipment are arranged in the various interest centers, the type of space needed must be considered. Basically there are four types of space.

1. Work Space
2. Storage Space
3. Display Space
4. Travel Space

39. Child at art area

The art area requires all four whereas the manipulative area does not require a display space.

40. Housekeeping area	The back of this divider is being used as a display space for the children's home center. Other spaces that would be appropriate for displaying work are: walls, bulletin boards, portable screens, windows, and table tops.
41. Child storing coat.	Children's personal possessions should be stored along with materials that are not being used. Here the teacher has used large ice cream cartons for a storage area.
42. Art shelf	Each center requires its own storage units. Tape or paint can be applied to indicate specific divisions. Outlines are helpful in keeping some materials in order. Color coding or marking pictures or symbols on materials and then on the corresponding storage space also helps keep things in place.
43. Child using storage area	Using child size storage areas such as this one allows the children to remove and replace equipment at ease. This is helpful to the busy teacher and reinforces responsible work habits.
44. Teacher/children	Careful planning of space, materials and centers will result in an efficient attractive classroom where learning and teaching can be fun.
45. The End	
46. Credits.	

INDOOR ENVIRONMENT
POST-ASSESSMENT

1. Make a list of all the main centers needed in a classroom.

2. What are some things to consider while planning the room arrangement.

3. All furniture should be _____ size.

4. It's important for the room to be organized because, _____

_____

_____

_____

5. The room should include _____ and _____ areas.

6. The lighting in a room should be _____.

7. There should be different areas in the room to allow for _____ and _____ group activities.

8. A room plan should be planned with these points in mind.

1. 4.

2. 5.

3. 6.

9. What colors depress children?

A. yellow

B. dark green

C. blue

10. The housekeeping area is ideal for what type of activities?

    A. construction

    B. role-playing

    C. drawing

11. List materials that are needed to encourage creative expression in the Art area.